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ABSTRACT

The 1976 International Association of School Librarianship conference focused on crucial issues in school library development and professional education. Complete texts of the keynote address, Crucial Issues in School Library Development and Professional Education by Frances Henne, and the following presentations are included: The School Administrator and School Library Development, Tom Peters; Strategies for Change, Ken Haycock; The Montgomery County Media Skills Program, Teresa J. Doherty; and A Systems Approach to Media Programming: An Example of Integrating Media Skills with the School's Ongoing Teaching-Learning Process, Jean N. Gilliam. The conference program, annual business meeting minutes, a resolution, the IASL/UNESCO book gift coupon annual report, and a list of conference participants are attached. (KP)

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OPENING SESSION

As President of IASL it is my pleasure to welcome you to the 5th annual conference of the International Association of School Librarianship. Once again we have come together to share our experiences as educators interested in school library services, in providing an environment which will enrich the educational expe r iences of s tudents and teachers alike. We are here to share our ideas; to be stimulated by leaders in our fields and by informal discussions among ourselves; to become better acquainted professionally and socially. Then renewed we shall return to our own countries ready once again to promote our objectives —— to encourage the development and growth of school libraries in all countries, to bring about closer cooperation between school libraries in all countries, to promote professional preparation of school librarians (teacher librarians), to encourage the development of materials and to share such materials, to stimulate educators with whom we work toward a better understanding of the contributions which school librarians make to the total education program in a country.

As we celebrate our fifth birthday during this conference, I am particularly pleased to be able to introduce some special guests to you who will bring greetings. These people represent our international and national relationships and friendships as well as our hosts.

First of all may I present Mr. William Ulrich, Assistant Secretary of WCOTP. Our affiliation with WCOTP since 1967 has been close and we are delighted to have Mr. Ulrich with us today.

Bill Ulrich: It's a great pleasure to be here representing the World Confederation of Organizations of the Teaching Profession, to bring you greetings from Wilhelm Ebert our president, our staff, and the 5 million teachers associated in the World Confederation.

The I.A.S.L. is one of five professional bodies which is associated with WCOTP in an affiliated position. You are meeting today here in Maryland; the International Council on Education for Teachers is meeting in Washington; the International Federation of Home Economics met in Ottawa last month; the International Reading Association will meet in Singapore next month, and the International Council for Health, P.E. and Recreation met in Montreal in connection with the World olympics. You are part of a group of five that work with the World Teachers in an international association. Best wishes for success in your conference.

Dr. Lowrie:

Bringing greetings to us next is Miss Jane Wilson who is the International Relations officer of the A.L.A. They've been celebrating a birthday this year too, along with the bicentennial and a variety of other groups who are celebrating birthdays. Many of you know that A.L.A. is 100 years old this year. ALA has also given us a great deal of support since 1967 when they helped us to come together for the very first time at the WCOTP meeting in Vancouver. So it is a pleasure for me now to present to you Miss Jane Wilson from the ALA.

Miss Jane Wilson: I'm pleased to have this opportunity to bring you greetings on behalf of the American Library Association. We are aware that many of you joined us at the centennial conference of the ALA in Chicago a week ago and we appreciate your helping us to celebrate that occasion. As you may know, one of your co-hosts for this conference is, AASL a division within the ALA and it is through your contacts with AASL that ALA can be of assistance to you. Therefore, we would appreciate receiving your comments on your experiences in the U.S., and your suggestions of ways that I, as the new International Relations Officer can be of assistance to you. The ALA has been most supportive of the efforts of the IASL and I know you will find this meeting a most rewarding experience as well. I look forward to meeting and talking with all of you during the next few days. Thank you.

Dr. Lowrie:

Again at the national level, it is my pleasure to present to you Miss Mary Helen Mahar from the U.S. Office of Education. We are meeting almost in the shadow of the Capital and it seemed to us particularly important that we have somebody to greet us from the federal leval in education here in the U.S. I might just add that Mary Helen Mahar has been particularly interested in International School Library development for a long time, so I think it is extremely appropriate that she should be with us today to bring greetings to us from the educational sector of our host country.

Mary Helen Mahar: Thank you very much. I am very happy to be here with you and the other officers, and the members of the International Association of School Librarianship and other librarians from the U.S. I would like to be able to bring you greetings from the Commissioner of Education but he doesn't know I'm here. Actually our commissioner resigned a couple of weeks ago and I have never met his replacement. However, I'm sure if things were a little bit more

regular, that I would be able to. I've been in the Office of Education for almost nineteen years and I feel I can speak freely for the office now and tell you that we're very glad that you are here and we hope that you will take the opportunity to come over and see us if you are to be in the area. I know that some of you have had visits to the Office of Education, you have actually met with members of the International Education Commission; they have programmed some of you. (I can see one person right in the front row to whom that has happened.) You have also visited with us - we recently have seen the Australians and were delighted that they could come.

I would like to say a little bit about the structure. I'm not going to give a speech but I'm going to talk a little bit longer than your other guests on the platform. First of all, the U.S. Office of Education is part of a much larger organization called the Department of Health, Education and Welfare. The Department of Health, Education and Welfare is a branch of the executive of the U.S. government and our secretary, who at the present time is Secretary David Matthews, is a member of the cabinet of the President of the U.S. Therefore our policies are made by the executive branch. Our laws are made of course by the Congress, but the executive branch does have a lot of influence on what we are able to do and of course when the laws are passed, H.E.W. is in charge of implementing the programs that we have. Prior to the passage of the Elementary and Secondary Education Acts in 1965, the Office of Education functioned in rather limited ways. First of all, its first charge from Congress was to collect statistics on education to measure the development of education in the U.S. and to provide technical assistance to the State Departments of Education and to organizations, institutions of higher education, for example, to help in the development of sound programs, both at the elementary level and secondary level, in higher education and, of course, in various kinds of libraries. The office never has had nor does it have now any authority whatsoever over the direction and supervision of schools. It has no authority over the curriculum and development of curriculum. It may not - it is forbidden by law to dictate anything about materials, curriculum, or selection of materials or anything else. In those ways, the U.S. Office of Education differs from many of the Ministries of Education in countries you know where they operate much more closely with the development of educational programs. However, in 1965, when the Elementary and Secondary Education Acts was passed, this was a great milestone. We had a few programs with federal aid prior to that. It made a big change in education. We became partners with state and local governments in the support of education. The support is not as great as one would think. It is probably about 10 or 15%

of the total cost of education in the U.S. But the way that it works with the setting of priorities, with the selection of real needs that need to be supported - it has made quite a difference in the way education goes in this country. In this ESEA, there was one title: Title II, which you probably have heard about, called School Libraries Textbooks and other materials. This has provided money for textbooks in elementary and secondary schools for the use of children and teachers in public and private schools. That program has made quite a difference in education even though it is only supportive material that has made differences in staffing, in ways that children learn and in the ways that teachers teach. It has affected change. ESEA was changed in the new act of 1974 to become part of a consolidated program, which is one step along the road to, I think, general education. It is now consolidated with a program called Equipment and Minor Remodelling another program, Guidance Counselling and Testing. This year we have 47 million dollars to use to administer the program and most of this money is going for library use. The choices of the materials, however, are being made by local personnel. We do not have an exact count of how much has been sent at present. The funds do go from the state department to the local administrative unit. There are five staff members to help administer the federal programs. We believe that they are sound programs and of course are particularly knowledgeable about part B of the Act which relates to library and learning resource centers. I have brought some copies of the report on Title IV B of ESEA and will be glad to mail copies to those of you who wish one. Just send a postcard to me, U.S. Office of Education, Washington, D.C. 20202.

Among the other activities which stem from my office are limited, consultative, and support services. With the small staff that we have we are not able to do as much traveling around as we formally did. The publication Aid to Media Selection for Students & Teachers, a revision by Kathleen Moses , states many sources for materials and also special bibliographies related to such areas as ethnic needs. Again if you wish for a copy of this publication please send me a postcard. May I close by wishing that you have a successful meeting and again extending an invitation to come to Washington and to visit our staff and our department.

Dr. Lowrie:

Two national associations have hosted this conference for us this week: the American Association of School Librarians and the Canadian School Library Association. May I present to you first Mrs. Judy Letsinger, immediate Past President of AASL.

Mrs. Judy Letsinger: Thank you. As you could tell from listening to Mary Helen Mahar, we have quite a special person in the U.S. Office of Education. I might point out that Miss Mahar was a former Executive Secretary of AASL. Perhaps this is a time to make the point that when you have good people in strategic places, programs can really be developed. I am pleased to see so many faces that I saw at the ALA meetings in Chicago and especially at the AASL program. As you know we were celebrating many different birthdays this year. AASL is 25 years old as a division within ALA but it has worked as a part of the American Library Association over the past 60 years in various organizational formats. AASL has a rich history of school library development in the United States even as you are making strides in school libraries in your countries. I think it is wonderful that you are able to be with us for this conference here in the United States and I am sure that you will find plenty of ideas to take home. It is exciting to talk with others and see some little thing that could help or would be different in our own programs. I will be here for the entire conference and look forward to talking with you during that time as well as bringing you these official greetings from AASL.

Mrs. Donna Adrian: On behalf of the Canadian School Library Association, I welcome you to Annapolis and the 5th Annual IASL Conference. It has been a pleasure for the Canadian School Library Association to work with the American Association of School Librarians in the planning of this conference. We hope that you will find the programme satisfying, that the friendships formed will make this a rewarding and personally fulfilling conference, and that the exchange of ideas and experiences will provide the inspiration to promote, improve, extend and thus achieve the highest possible standards of school library service in your country.

Dr. Lowrie:

As you know we are meeting in the State of Maryland, so it is a special pleasure to present to you some representatives from the library and educational fields here. Miss Nettie Taylor, Assistant Superintendent for Libraries, Maryland State Department of Education, Head of Division of Library Development and Services.

Miss Nettie Taylor: It is a pleasure for me to welcome you in behalf of the State of Maryland, the Maryland State Library Agency, Division of Library Development and Services, which is a part of the State Department of Education. Our

division has a number of functions including that of school libraries and school media programs. It also includes an office of Public Library Service and an office of networking, a unit which emphasizes the development of library cooperation.

The state of Maryland is small and compact, reaching from the Atlantic Ocean about 250 to 300 miles into the mountains. It has sometimes been called America in miniature. There are four million people in the state. The educational system consists of 24 local school systems, 23 county ones, and Baltimore city system. These school systems serve 895,000 students. There are 1300 schools and over 1,000 school librarians and school library staff members in the system. I am delighted to know that you will be visiting some of these on your field trip. The staff in the school media office is responsible for holding meetings around the state, making field visits and the formations of study committees and tasks forces which address the problems in school media centers. It also produces publication, and guidelines, helps in the selection of material, develops standards for equipment, criterias for facilities and so forth. Although there are only five members on the staff they generate a great deal of support, some of which you will see on the display table. Do have a good time at the program and it is a pleasure for us to have you in the state of Maryland.

Dr. Lowrie:

Dr. Fred Brown, Associate State Superintendent of Schools for Maryland.

Dr. Fred Brown: Thank you. It is a pleasure to welcome you on behalf of the State Department and the state Board of Education. Although the State Superintendent is not here he would send his greetings to you from California where he is attending a meeting. Your topic on "Crucial Issues in School Librarianship" intrigued me and I'd like to comment on this a little bit. I would like first of all to say that I do have a concern about school library work because I believe that it must be an integrated service including technology and non-print material in the program. The school media center is the heart of the school and it should include everything that we know how to use in our instructional programs. Secondly, I would like to reemphasize, although I realize that there is a great deal of feeling about the concept and indeed it may not work, that public libraries and school libraries should get together to develop programs. With the shortage of money and materials, I personally believe, that there should be better integration. My third concern is that you enjoy your visit here, see some of our excellent programs and share your ideas with us. Enjoy our schools and our historical spots. Best wishes for a success in your work and in this conference.

Dr. Lowrie:

It would not be right at this point if we did not give special recognition to the local arrangements committee who have worked long and hard to arrange for this fine conference. Miss Frances Fleming, Coordinator for the School Library program in Baltimore County, has been general chairman. Committee members are: David R. Bender, Olive De Bruler, Cora Kenney, James Liesener, William L. Miller, Ronald M. Uhl, Nancy Walker, Estelle Williamson. Will they please rise so that we may acknowledge their splendid efforts.

I should now like to introduce to you those members of the Board who are here in the front of the room. Vice President, Margot Nilson; Treasurer, Mildred Winslow; Directors Amy Robinson and Joseph Fadero; and Editor of the Newsletter, Bernice Wiese. Those who are absent are Dr. Ursula Picache, Philippines and Mr. John Ward who is retiring from the Board.

We have been saddened this year by the very serious illness of Richard Mainwood, who has been the Director of School Libraries for the London Inner City Authority. Richard has been forced to resign from his position because of this illness. He completes his second term on the IASL board this year and hosted the first IASL meeting in London in 1972.

All of us were shocked and saddened by the sudden death in January of our friend and colleague, Director Margaret Scott in Canada. A close friend of Margaret's and a member of IASL, Fred Pile, has written a tribute to her which I wish to read at this time. (Attached)

Would you all please rise for a moment of silence in tribute to Margaret. A Margaret Scott Memorial Fund has been established by CSLA and Ontario Library Association. Donna Adrian will be happy to accept contributions. It will be used for travel, original research, pilot demonstration programs etc.

At this time two letters were read from Melih Ege, National Library of Turkey and Elsa Granheim, National Library of Norway. Informal greetings were presented by representatives of the Australian School Library Association, The Library Association of Australia - School Library Section, the Jamaica Library Association - School Library Section; Nigerian Library Association and the Lagos State School Library Association (host for 1977 conference); Danish Association of School Librarians; Education Association of Maryland; District of Columbia School Librarians; and librarians from Columbia, South America.

IN MEMORIAM

MARGARET SCOTT

Margaret Scott
Professor: Dept. of School Librarianship
College of Education
University of Toronto

There are many who are lamenting the loss of the personality and the many attributes of Margaret Scott, a teacher librarian who was endowed with courage, foresight and wisdom.

There will be many others who will not know what they have missed, because it will be a long time before we find another from among us who will face with such strength of purpose the present day challenge which meets all those teachers who would add the responsibilities of school librarian to their professional work load.

Margaret was long ago aware of the obsolescence of much of the knowledge used in the processes of education. She insisted that careful selection of materials for their libraries would keep up to date information available for students and staff in the secondary schools of Ontario. She has left to us the distinct task to meet constant changes in the sociological structure of teaching and learning which are and will be best served by up-to-date knowledge conveyed in the most appropriate medium.

Her boundless energies were not confined to the college of education. She successfully persuaded the directors of the Canadian Library Association that learning resources librarians in schools deserved special recognition in view of their dual professional roles in education and librarianship. In international librarianship she travelled the world often at her own expense to bring encouragement to colleagues in developing countries, inspiration to the discouraged, while at the same time learning from those who had made more progress towards her own cherished ideas.

She will be sorely missed as adviser, animateur, teacher and leader catering for the learning patterns of future generations.

It is now our task to take up her mission where she left it and to make our efforts worthy of a devoted teacher and dedicated librarian.

Fred Pile,
College of Librarianship Wales
January 1976

Dr. Lowrie:

Our theme for this year "Crucial Issues in School Library Development" is a provocative one. It presents many possible topics of discussion. Your program chairmen have pinpointed several for our in-depth consideration this week.

I should now like to ask Linda Beeler who is co-chairperson of the Program Committee, representing AASL, to introduce our keynote speaker of the conference.

Linda Beeler:

Dr. Frances Henne is a noted authority and lecturer on school library services and programs and has a unique talent for communicating the human and humanistic view of work with youth.

Dr. Henne received her A.B. and M.A. degrees from the University of Illinois, her B.S. from Columbia University, and PhD. from the University of Chicago. She is past president of the American Association of School Librarians and a member of the American Association of University Professors. She has received numerous honors from both national and state associations, including the Carnegie fellowship and the Lippincott Award. In recognition of the many contributions Frances Henne has made to the library, media, and educational worlds, the American Library Association presented her with a Special Centennial Citation on July 19, 1976, during the ALA Centennial Conference in Chicago. The citation presented to Dr. Henne reads:

> Author, librarian and educator, Frances Henne has provided gifted leadership in an era in which rapid change has placed new demands on the school library. In lifting the sights of the school librarian, Frances Henne has used the printed word through her books Youth, Communication, and Libraries and Planning Guide for the High School Library Program. Her writings have exemplified her rich store of experience beginning with her assistantship at the Springfield, Illinois Public Library, continuing through her years as a librarian at the University of Chicago's High School, and as library educator at the University of Chicago and Columbia University. She was a member of the committee that produced the 1945 Standards School Libraries Today and Tomorrow, co-chairman of the Standards for School Library Programs, 1960, and chairman of the joint American Library Association National Education Association Standards for School Media Programs, 1969.

This citation best summarizes Dr. Henne's outstanding contributions to school librarianship. Dr. Henne is now Special Lecturer in Library Service at Columbia University.

It gives me great pleasure to present Dr. Frances Henne.

CRUCIAL ISSUES IN SCHOOL LIBRARY DEVELOPMENT AND PROFESSIONAL EDUCATION

Frances Henne*

As we talk about crucial issues in school library development, the theme of this conference, we must always keep in mind that our discussions emanate from the recognition and support of a basic element in the education, both structured and unstructured, of youth. Our comments may deal primarily with school librarians and school libraries, but they have as their objective the provision of resources and services that are essential for youth, teachers, and, indeed, society. Although my observations pertain to conditions in the United States, they fall within the global scope of the International Association of School Librarianship in at least two ways: some of the issues can be found in other countries; all of them merit the attention of this Association, an organization that through its own activities and its close identification with the World Confederation of Organizations of the Teaching Profession is in a key position to effect many changes that must come about to solve the problems and to resolve the issues.

I am interpreting the topic of this paper in a generic sense, since I am not going into details about the kinds and characteristics of crucial issues in school library developments and the factors that shape their emergence, or into details about the content and instructional design of professional education; both represent vast topics which require lengthy spans of time for delineation and commentary. Furthermore, we have an extensive body of literature on these subjects. One of the best overviews, dealing with both school library programs and professional education, is "Library Education for the Future: The School Library," an essay, full of pith and wisdom, by Mary Frances Johnson and Phyllis Van Orden.(1)

The Librarian in the School

Most of the crucial issues focus in one way or another on the librarian in the school -- that is, if there is a librarian or even a library in the school. Over two million pupils in elementary schools of 300 or more pupils attend schools without libraries; for many millions more, either no librarian is available or conditions restrict the librarian to a limited program of

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services.[2] The provision of library programs in schools without such programs and the improvement of library conditions in most other schools -- elementary and secondary, public and independent -- have been and, despite some notable gains, still remain crucial problems.

Who is this librarian in the school upon whom the crucial issues fall, so often like lightening bolts?

An overnamed librarian. Collectively, school librarians are overnamed persons and hence, professionally, nameless. Over the years, many titles have been used in lieu of school librarian. Today, although examples can still be found of instructional resources specialist and materials specialist, titles most commonly used are school librarian, media specialist, school media specialist, and school library media specialist (not listed in any rank order). Educational media specialist has its advocates, as does media generalist, which is different from media specialist in job descriptions. The library itself may be a school library, a media center, a school library media center, an instructional materials center, a learning center, an educational media center, a learning resources center, or some other designation.

The current state certification requirements have a wide variety in their usage of terms: librarian, school librarian, media specialist (spelled out in one state with adjectives that indicate three categories of specialization), educational media specialist, library specialist, library media specialist, librarian/media specialist, media specialist (librarian), school media librarian, educational media generalist, teacher-librarian, associate library media specialist, associate, director of library services, educational media administrator, supervisor, and media coordinator. (The terms of librarian and school librarian have the highest frequency.) Only a few make provisions for levels of responsibility at the building or district levels. Some states have no specific regulations or cover the position under such headings as educational specialists or special subjects.

The School Library Manpower Project identifies four positions: school library media specialist, head of the school library media center, district school library media director, and school library media technician. Media Programs District and School defines media personnel under the following headings: media professional, media specialist, director of district media program, head of school media program, media technician, media aide, and media support personnel. Additional position classifications and their terminology for personnel exist, but time does not permit a complete listing.

Such variety poses a problem and constitutes a crucial issue. An urgent

plea is made here that we use school librarian and school library, terminology that is employed by the International Association of School Librarianship and still remains in the title of the American Association of School Librarians. If some compromise must be reached, in view of the current scene, then school library media specialist and school library media center (supported by the School Library Manpower Project, but note the title of that Project) could serve, although these terms are awkward in their length.

Media specialist and media center were used in the 1969 national standards "for purposes of convenience, consistency, and clarification within the context of the standards, and are not employed with an intent to mandate any particular title or terminology."(3) They were used in good faith, based on a belief that the unified media program was essential for optimum educational, economic, and functional benefits and that the two national professional associations most involved in the formulation of the standards would strive to accomplish this goal. In order to facilitate the achievement of these objectives it seemed desirable, and politic, too, that terms be used for place and personnel that did not employ either library or audiovisual. (There were, of course, numerous school libraries and instructional materials centers with unified media programs already in existence; and, almost a decade before, the 1960 national school library standards had strongly recommended the unified media program and had presented standards for such situations, but did not change the terminology.) There was nothing wrong with the intent, but, in my opinion, the decision to move away from school library and school librarian proved to be a mistake.

No matter what purists and lexicographers maintain, media continues to be interpreted on a widespread scale as audiovisual resources, facilities, and channels, and media specialist as a person working with audiovisual media. Media, to innumerable people, does not include print. Despite the definitions and descriptions contained in both the 1969 and 1975 standards and in other publications, considerable confusion has resulted and some unfortunate outcomes have taken place. Among these outcomes, one can note: the assumption of administrative positions in school library media programs by audiovisual specialists who lack competencies in print resources and services and who frequently seem to be enamoured primarily with the hardware rather than with the content of audiovisual materials; an overemphasis on nonprint media, quite often at the expense of adequate print collections and reading advisory services; and many pointless and costly ventures involving locally produced materials. Somehow, the true functions of school libraries, which, of course, embrace the unified media program, have all too often become dimmed or distorted.

To this tale of woes can be added another observation, and a delicate point it is: unified support of unified media programs by the two national associations that jointly prepared the last two statements of national standards or guidelines has not fully materialized, and in the kind of competitive autonomy that frequently prevails, it is my belief that the American Association of School Librarians has been the one to suffer. This element of competition is by no means restricted to the national associations.

A lone librarian. Being the sole librarian in the school is the lot of most school librarians. Some fortunate ones have clerical or technical assistance. Here we confront another crucial issue: the prevalence of understaffed libraries in our schools in terms of both professional and supportive staff members. Full recognition of this status quo tends to be ignored in the discussion and promotion of many recent school library and professional education developments that we read and hear about in our professional literature and activities. How can we, in fairness and justice, overwhelm school librarians with lists of competencies, accountability formulas, statements of behavioral objectives to be achieved, methods for making the librarian an active force in curriculum planning and instructional design, and similar demands (much of it replete with jargon), when only a limited number of schools have libraries with a sufficient number of professional, clerical, and technical staff members? Not to mention those many schools with no librarian or the many libraries that have inadequate resources, facilities, and funds. A glib answer that these devices provide the answers for obtaining needed staff is cynicism personified. The validity and reliability of many of these measures when applied to substandard conditions remain questionable.

The substance of these comments about the lone or no librarian applies also to an extremely large number of situations involved with library services and resources at the district and state levels.

Instead of emphasizing the need to describe and to support our accountability, it seems more sensible for us to concentrate first on inquiring into the accountability of others who influence, shape, and determine our accountability status -- school administrators, for example, since theirs is a key role in providing effective school library programs. This conference includes a talk by a school administrator who recognizes the importance of the school library. May his comments be sent to administrators throughout the country!

The philosophy of school librarians. Despite their often hectic working conditions, school librarians are typically imbued with friendliness, enthu-

siasm, and optimism, and reflect the principles and spirit embodied in their professional philosophy, which includes:

- A belief in and liking for young people
- A dedication to participating in the building of ethical, cultural, and social values and attitudes needed in a democracy and in the world
- A desire to strive continuously toward providing the best possible education for all children and young adults
- A belief in the importance of good books, films, recordings, and other media formats and communications resources; and in the necessity of making these easily accessible to all youth
- A willingness, indeed eagerness, to accept and to be excited by the challenges of change, and to participate in effecting constructive change
- A pride in the profession of school librarianship

The above form some key elements in a statement of philosophy that has been derived from watching and working and talking with school librarians for many years. I have not amplified the different parts here because I have done that elsewhere. This philosophy holds many implications for the professional education of school librarians. It embraces a spirit and a faith much needed today by school librarians in this time of frustration and puzzlement when economic and other conditions have so severely curtailed or eliminated many library functions, resources, and services at building, district, and state levels.

Other Crucial Issues in School Library Development

On some crucial issues, such as the problems posed by the fiscal crunch and by understaffing, school librarians share the same opinions and feelings. There is general consensus, too, about current proposals for the structure of certification modes to provide for different levels of responsibility, specialized competencies, and points of entry into the profession; for the development of regional centers for the examination, demonstration, evaluation, and bibliographic control of media[4]; for inclusion of content about media in the professional preparation of teachers and about educational processes in the professional preparation of school librarians (both topics to be discussed later); and for many aspects of school library programs, including ones that have evolved to meet changes in the patterns of teaching and learning.

About some other issues -- crucial because of their numerous and articulate proponents and because of strong movements urging their implementation -- educators, including school librarians, disagree, thereby compounding the crucial nature of the issues involved. An analysis of subjects emphasized in the professional literature and meetings of school librarians reveals a signifi-

cant number of topics on which general agreement has by no means been reached: education for youth designed in terms of behavioral objectives; accountability with its PPB (E)S, MBO, and other acronyms (there are those who feel that due to the stress on accountability, a process derived from the business field, we are placing too much emphasis on management and not enough on people in our professional activities); instructional systems analysis and design (some do not flow with the charts); differentiated staffing (the differentiated opinions really stem from a confusion caused by variant definitions of what this term means); performance- or competency-based certification; a computer based resource unit and other machine or retrieval techniques for instruction (is it isolated learning?); school library facilities (how many library areas should there be in a school building and on what pattern should they be organized?); the teaching roles of school librarians (precisely what should and can they be?); and networking, state and regional planning, cooperative library services, and connections with library systems (it is generally agreed that these are essential, but opinions differ concerning the form these developments should take).

In this period of decentralization when positions of district subject specialists or coordinators have been liquidated for economic or other reasons, the removal of the office and functions of school library supervision or coordination (one of our current and most crucial issues) represents on the part of school authorities a confusion and ignorance about what this office and its staff of specialists can provide for students and teachers in the schools. Library programs at district, or multi-district, or regional levels are essential, not only for reasons of efficiency and economy but also because of the vastly improved library services that result.

Many of the major developments and crucial issues in both the school library and professional education fields remain essentially theoretical and future oriented because conditions existing now in schools and school libraries militate against their immediate attainment. In short, we need other developments before the current crop of new and recommended developments can be implemented. I would submit that we do not concentrate enough on these basic or pivotal matters requisite for change. We remain aware of the problems, but just recognizing their existence is not going to make them disappear. For example, as already noted, it is sheer folly to expect or to demand the performance of many commendable aspects of school library programs or the effective participation of school librarians in curriculum planning and activities related to the instructional uses of media when we ignore the understaffed conditions existing in school library programs, and when we fail to realize

realistically that the school library programs that we recommend depend upon school librarians having a professional education that incorporates substantial amounts about learning and teaching processes, curriculum characteristics, and many other areas in the field of education.

On some crucial issues we need clarification. As one example: for many items in the lists of competencies, awesome in their total number and presumably expected of all school librarians, we need to have answers to such questions as what is meant precisely? how much? for which staff members? how and where obtained? under what conditions? at what levels of experience or responsibility? and so on. We must explore and make decisions about those crucial issues on which we agree in principle but differ in interpretation, such as networking, statewide cooperative services, and differentiated staffing.

Other crucial issues could be cited, and, of course, those that have been mentioned merit more detailed discussion. The School Media Quarterly presents excellent overviews of significant school library developments. The spring issue, with Johanna S. Wood as feature editor, deals with an important development that, in addition to being a crucial issue, affects most other crucial issues -- "Media Programs in the Curriculum Development Process."(5)

An interesting and illuminating contribution to the study of school library developments is the research conducted by Mary E. Kingsbury "designed to ascertain what trends practitioners, leaders, and professors foresee for the last quarter of the twentieth century as well as innovations they would like introduced in school media centers/programs during this time span."(6) The study reports 28 trends and 29 innovations, indicates their priority rankings, and notes their probable date of occurrence within five year time spans from 1975 to 2000.

Crucial Issues in the Professional Education of School Librarians

Of the issues relating to the structure of professional education for school librarians, probably the most crucial concerns the undergraduate program -- an issue that has been with us in print and in discussion for a long, long time. Many persons connected with library schools and in other professional positions oppose the program. Many individuals strongly support this structural pattern, and I would agree with them.

The initial preparation for school librarians should consist of a Bachelor's degree that includes among its total components a basic program of specialization in school library resources and services, courses in education required for certification, and additional courses, as needed, to provide the

prospective school librarian with basic knowledge and understanding of teaching and learning processes and curricular and instructional design. The program could permit specialization within the specialization -- that is, preparation for elementary or secondary school levels. Having this program offered in a school or department of education yields distinct advantages. This undergraduate structure places the professional education of school librarians where it belongs -- on a par with the professional education of teachers and in line with teacher certification requirements. Furthermore, and to their mutual benefit, prospective teachers and school librarians would be enrolled in some of the same courses, including those dealing with print and audiovisual resources for youth.

Some theoreticians recommend that a program of this nature should certify only beginning librarians who become part of a staff that has a head librarian; their viewpoint may be sound in principle but is not presently tenable in view of the lone or no librarian being the common pattern of staffing in schools. The reasoning of those persons who are categorically opposed to undergraduate programs forming the base of professional education ignores such matters as: the outmoded elitism of advocating that all librarians entering the profession should have a Master's degree in library science; recommendations of counselors who urge early career planning and programs in college; the large number of states that recognize courses at the undergraduate level in their certification revalidation requirements that make it necessary for teachers to continue their education beyond the Bachelor's degree within stated time periods. The undergraduate program is more of a reality than is commonly recognized. The School Library Manpower Project places their number at around 300.

Distinct advantages accrue when the fifth year program is based on an undergraduate school library sequence, and become even greater if the student has also had some experience in a school situation. The graduate work becomes more meaningful for students with this background. The graduate school is in a better position to provide students with a range of courses and other experiences that would enable them to acquire the knowledge and specialized competencies needed for such positions as head of a school library, or supervisor, or district or state specialist responsible for retrieval of information, evaluation of resources, technical processing, professional resources for teachers, production of materials, computerized instruction, educational television, or other areas. The program would also provide for the needs and interests of students not wishing to assume any of the positions just listed and preferring to continue as a staff member in a school library.

In any event, now and in the future, the graduate library school program should provide ample opportunities for the students to take electives in the school of education and in other parts of the university. Whether the Master's program for school library work should be located in and administered by the school of education has partisans pro and con. Strong support exists for having this program jointly planned and administered by the schools of library service and education, and efforts of this nature are currently underway. It is also agreed that those colleges and universities that have separate programs for audiovisual specialists and school librarians should combine them in some form of mutually satisfactory administrative arrangement.

Needless to say, the crucial issues involved in competency- or performance-based professional education require, and in many instances are receiving, careful study and policy decisions on the part of those responsible for the professional education of school librarians. Some institutions have introduced instruction of this nature, and some state certification makes it mandatory.

The activities and publications[7] of the School Library Manpower Project, which have been very influential in promoting competency-based professional education and in formulating content and design for professional education, are well-known to you and need no description here. I cannot resist one comment to the effect that the Project supports the undergraduate program -- one of its six experimental programs was at the undergraduate level and another at both the undergraduate and graduate levels; the American Association of School Librarians sponsored the Project; and hence AASL, it would seem, should be more active in gaining wider and stronger support of the undergraduate program by the library profession, and in facilitating the articulation of these programs with those of the fifth year library schools.

The problems that arise from having two professional organizations involved in the accreditation of professional education for school librarians (the American Library Association for the graduate library schools and the National Commission for Accreditation of Teacher Education for undergraduate programs) are discussed by Johnson and Van Orden.[1] Other crucial issues, or at least queries, related to accreditation come to mind. Instead of one team for accrediting library schools, why not several teams, including one for each area of specialization with the team members being qualified specialists in that area? In this way, more time, study, and evaluation could be given to the special program -- content, instructional techniques, qualifications of the faculty, resources, facilities, supportive staff, and many other aspects. Can standards or guidelines be created that would achieve some much needed improvements,

especially provision for more courses on the resources of teaching and learning and in other areas and for more school library specialists on the faculties of most library schools? Like school libraries, library schools are usually understaffed in the fields of library resources and services for students and teachers, a condition that imposes overwhelming demands upon faculty members who must somehow become knowledgeable and keep up-dated about a wide spectrum of subject matter.

The certification of school librarians, closely related to any consideration of the structure, content, methods, and accreditation of professional education, has its own maze of problems. A just published and very important work, Certification Model for Professional School Media Personnel,(8) prepared by the Certification of School Media Specialists Committee of the AASL, with David R. Bender as chairperson, provides guidance for the solution of these problems, summarizes activities of national organizations affecting certification in the media field, and presents guidelines for the content and formulation of certification statements.

Crucial issues pertaining to field work (or field-based education or whatever it may be called) and to continuing education center primarily on the need to have more of both. At all levels of professional education, field work forms one of the most important parts of the program. In undergraduate programs and for students earning a Master's degree who have not had an undergraduate program, field work in a school library is the equivalent of practice teaching. For this purpose, model school libraries must be easily accessible; accessible, too, for visiting and observation by these and other students, teachers, and administrators. (The Development of School Media Programs Committee of the New Jersey School Media Association identifies and publishes a guide(9) to media centers in the state with outstanding programs and with innovative provisions and practices. All states could use a guide of this nature.) For others in the Master's program, field work can consist of several planned experiences connected with their area of specialization. Prospective library school educators need to have the opportunity to do some practice teaching in a library school, and other doctoral students can profit from observations or other field experiences in special areas.

In-service and continuing education in all their many varieties constitute an essential part of the structure of professional education. Critically needed today are opportunities for school librarians to acquire additional information about the content and uses of resources.

Teachers as Materials Specialists

On all sides, we read and hear about the vital urgency to have content about print and audiovisual resources incorporated as a required part of the basic professional education of teachers, but no widespread action seems to be underway. It is discouraging to note that only a very small number of states include this requirement in their certification regulations for elementary school teachers, and an even smaller number for secondary school teachers.

You will recall that one of the resolutions and recommendations made at the first annual conference of the International Association of School Librarianship in 1972 was concerned with the exploration of ways and means to make the use of school libraries and library materials an integral part of the professional preparation of teachers. We need a strong program today to implement what you and many, many others have recommended, some for decades; to reactivate some of our past endeavours, such as the involvement of schools of education in the Knapp School Libraries Demonstration Project; to motivate all library schools and departments of library science to assume the role of leadership that they are so strategically positioned to offer in this area; to promote the inclusion of media competencies in the certification requirements for teachers in states that have not yet made this provision; and to enlist the support of those involved in the procedures for accrediting institutions preparing teachers (for an excellent statement, see the standards prepared by the Ohio State Board of Education[10]).

Librarians are not the only ones to voice the need for teachers to know about the content and uses of resources in their teaching areas. Today, the literature in the field of education that discusses learning, curriculum and instructional design, competencies of teachers, and many other topics abounds with commentaries stating that teachers must be knowledgeable about media resources and about the ways they can be used effectively by their students and in their teaching activities.

The professional education of teachers and administrators must provide them with information about the functions and services of school libraries and about their responsibilities and opportunities to implement a school library program of high quality. Practice teaching should be done only in schools that have exemplary school library programs. Teachers should have opportunities to expand their knowledge of resources in their graduate work and in in-service and other continuing education. (An example of good in-service education is parked outside our door -- a mobile educational technological unit.[11])

Over a long span of time, our professional record, in national standards and numerous other forums, has recommended that prospective teachers have these

experiences in their professional education. We have encouraged in-service education for teachers about media resources in all formats and made this available to them in their schools, at district centers, at regional meetings, and elsewhere. We have worked with professional associations of teachers and administrators, promoting the inclusion of content dealing with resources and school libraries in their conference programs, their journals, and their roster of other activities. We have twice in the past actively involved the participation of a large number of these associations in the formulation of our national standards.

As another part of this picture, we have been sharing with teachers some of our responsibilities, such as the selection and re-evaluation (weeding) of materials in their teaching areas, and planning a program of instructing students in the use of the library and its resources that starts in the classrooms or other teaching areas, with follow-up in the library.

For decades we have been saying that every school librarian is a teacher, and we have continuously increased the number of teaching and curricular skills in our lists of competencies for school librarians. Some school librarians believe that classroom teaching experience should form part of a school librarian's background. Experience in some secondary schools has demonstrated that a Master's degree in a subject area with some electives in library science can provide an excellent background for librarians on a staff that has subject specialists.

As we achieve our goals of having teachers and school librarians acquire competencies in knowing the content and instructional uses of resources, we see teachers becoming materials specialists and librarians becoming teaching specialists, with many competencies in common. Is it too far-fetched to consider an alternative plan for staffing school libraries, in which classroom teaching personnel would be appointed to the library staff in sufficient number to provide a library program that meets the needs of the schools, its faculty, and its students? Heading the library staff would be a school librarian who would not have any classroom teaching responsibilities, and, of course, any other professional librarians on the staff would continue full-time in their positions but might orient their library activities toward specialization in some instructional area. In those schools now having librarians on the staff with specialized knowledge and preparation in some curricular subject, options might be given to those librarians to teach one course in their field, with their library load reduced.(12)

Arrangements for the teacher appointments might vary among schools. Teachers might be appointed full-time, possibly on a rotating basis for time periods longer than one year; or part-time, with a reduction in classroom teaching load, and, again, possibly on a rotating basis. In some ways, the part-time pattern would more fully integrate the library and instructional programs. In those schools with more than one teacher on the library staff, different specializations, such as grade level or curriculum area, should be represented. These proposals require administrative arrangements that would make certain that all members of the library staff had fair and equitable work loads and that standards of professional staff size were maintained on an equivalency basis of total hours spent in the library program by the librarians and teachers on the staff. Clerical and technical supportive staff in sufficient number should also be available. Too, these alternative staffing patterns depend upon the teacher-members being knowledgeable about resources and their uses. Many, many teachers have this knowledge today, acquired during their teaching experience in the classroom and in other ways or combination of ways -- in-service education, professional activities, personal motivations, and, for some teachers, professional education. Another essential factor in most situations would be a district or multi-district center for school library services with its complement of qualified professional and supportive staff, resources, and program. But then we know these district-wide arrangements are needed for school libraries with traditional staffing patterns, too.

These proposals, if soundly effected, could bring many advantages to library programs. The library becomes more closely identified with the teaching program of the school and more involved in planning and providing learning experiences for individual students. The presence of curriculum experts on the staff results in more effective advisory services for students and for teachers; facilitates having a librarian on every teaching team (and also gives the library a teaching team of its own); increases the opportunities for the library staff to participate in a wide range of learning experiences provided for the students -- open school situations, individualized instruction, independent study and inquiry, and numerous others, not the least of which is the development of reading, viewing, listening, and thinking abilities and appreciations; and permits both flexibility and control in the optimum use and provision of resources throughout the school.

Such staffing would probably bring about more quickly the attainment of national standards or guidelines for the size of library staff goals that we

have been unable to achieve so far except in a small number of situations. Achieving quantitative standards in itself does not constitute a goal or a rationale for alternative staffing plans; the qualitative values that result form the objectives and shape the program.

The range of competencies that we are currently prescribing for school librarians indicating that, among many other abilities and activities, they must be teachers of teachers and teachers of students in the utilization of media--functions which require in-depth knowledge of teaching areas, of techniques of instructional design, of teaching and learning processes, of characteristics of individual students, and of the content of media -- simply cannot be mastered on any broad scope by one librarian; or, even if responsibilities for different curricular areas were distributed, by two or three librarians.

The suggested alternative staffing plan, like most crucial issues, merits exploration but also requires very careful study.

Louis Shores in 1964 speculated about another alternative -- a school with "no classrooms nor classroom teachers, but only libraries and librarians" that could prove "The True School is a Library. Then the obvious conclusion would be, The true teacher is a librarian and the true librarian is a teacher."(13)

Issues and Actions

Too many crucial issues have been noted all too briefly in this discourse. It is essential to recognize that nothing remotely resembling a comprehensive treatment of the various issues has been made; nor is the lasting of the issues a definitive one. The most crucial issue, it would seem, concerns the need for analysis, clarification, and evaluation of these issues and for a determination of priorities in our programs of action.

We have an extensive body of literature and opinion on school library developments, professional education, and crucial issues, but in many strategic areas we are lacking guidelines or planning programs for charting changes or achieving objectives. Whatever planning we undertake must also take into consideration the realization that we are, for some of the crucial issues, in a transitional stage or about to enter one, and therefore are obligated to consider immediate, transitional, and future developments, some of which could change or even disappear during the three stages. Changes ever create other changes! For example: when all teachers become materials specialists and when we agree on the structural framework of the professional education of school librarians and make some pronounced changes in the content of that education to provide sufficiently and successfully for the many competencies needed by school librarians in the provision and utilization of resources, what changes come about

and what further changes are in order? What are the roles today and in the future of school librarians as information specialists, as materials specialists, as communications specialists, and as teachers? When district level recommendations[14] for library resources, services, and personnel are achieved, whether on a single or multiple district basis, what changes are reflected in school building library programs and in professional education? What changes will national, regional, and state planning, networking, bibliographic control, and cooperative library services effect in school library programs and in professional education? What changes are needed in professional education to implement and facilitate changes in library programs and to prepare librarians to be active participants in creating or adjusting to changes? And thus one could continue, listing the variables of change and raising queries about their possible effects.

In connection with the crucial issues that we have been discussing, three projects related to professional education are proposed as being both important and feasible for immediate action. The first of these concerns the inclusion of course content about resources and their uses in the professional education of teachers. Some avenues for achieving this goal are noted in the preceding section of this paper, but the formulation and implementation of a comprehensive program of action form the initial step. The leadership for undertaking this project in the United States might well come from the American Association of School Librarians through such measures as establishing a national commission; appointing to it representatives from the national professional associations of school librarians, teachers, educational communications specialists, school administrators, librarians working with children and young adults in public libraries, educators of librarians, and educators of teachers; and enlisting the financial support of foundations and agencies. Experience has shown that a commission with this broad representation does not become too large or too unwieldy for effective action in planning, implementing, and coordinating the many activities that would be undertaken.

The second proposed project, one that is closely allied with the professional education of teachers and school librarians, pertains to the need for college and university libraries to have adequate collections of print and audiovisual materials for children and young adults, appropriate spaces and facilities for their use, and professional staff members who are specialists in the field of media for youth. Most institutions of higher learning are remiss in providing these resources and services, which are essential for programs of professional education for teachers and school librarians at all levels --

undergraduate, graduate, and continuing. The American Association of School Librarians, the Children's Services Division, and the Young Adult Services Division could together initiate leadership and formulate a program of action, involving the cooperation of national associations of the teaching profession and those of college and university librarians.

(Although described above in national terms, the two projects also constitute fruitful fields for the activities of local, state, and regional associations of school librarians.)

The third project, which deals with the professional education of school librarians, places leadership on the school library specialists teaching in the library schools. Much could be gained at this point if this group of specialists would sponsor a symposium. In addition to the library school faculty members, participants would include some teachers connected with undergraduate programs for school librarians and some school librarians working in school building, district, state, and national situations. At this symposium, current developments affecting professional education for school librarians that require exploration, clarification, discussion, guidelines, decision making, and programs of action could be outlined; some general directives or projections for undertaking these matters could be suggested or charted, and some priorities could be indicated. How interesting, valuable, and undoubtedly provocative it would be if members of the symposium would also go on record concerning their own beliefs and philosophy about many of the crucial issues we have been discussing! (Since it is essential that librarians specializing in fields other than school librarianship have content about the functions and services of school libraries in their professional education, perhaps the members of the symposium might at some time indicate what this content should be and how obtained.)

This recommendation for an in-house symposium is advanced as a potentially fruitful and workable method for getting <u>action</u> started; and in no sense negates or minimizes the obvious fact that the professional education of school librarians must involve colleges and departments of education, professional associations (among them, AASL, IASL, AECT, and AALS), agencies connected with accreditation and certification procedures, and other groups directly concerned with professional education. In some important instances school administrators, elementary and secondary school teachers and students, curriculum specialists, parents and other citizens, school librarians, and library educators form a consortium to consider and to plan aspects of professional education. Feedback from school librarians in the field is vitally necessary, and the opinions of

students currently engaged in their professional education have value.

These are challenging times for school librarians, and exciting ones, too. Although many crucial issues in school library development and professional education pose critical problems and some bring dismay and discouragement in their wake, our beliefs and our determination, our philosophy and our goals enable us to find solutions and to overcome the obstacles that hinder or obscure the full realization of our objectives. The manifold contributions of school librarians to the education of youth have been and are today significant and shining, and will ever increase in the future.

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INTRODUCTION OF DR. PETERS

Dr. Peters received his Undergraduate degree from Dickinson College, Pennsylvania and his Masters and Doctorate from John Hopkins, Baltimore, Maryland. He has done additional graduate work at the University of Maryland, University of Pennsylvania and George Washington University.

Dr. Peters is the author of many articles including recent publications for the Department of Kindergarten and Nursery Education, of N.E.A. pertaining to multi-age grouping and entitled, "Enriching the Learning Environment." He has been a Coordinator of Reading, an elementary principal, and assistant superintendent. Currently he is the Director of Instruction K-12, Area 6, Montgomery County, Maryland, - 22 elementary and 8 secondary schools.

Dr. Peters was introduced by Mrs. Estelle Williamson, Local Arrangements Chairperson and Specialist, Field Services, Division of Library Development and Services, Maryland State Department of Education.

THE SCHOOL ADMINISTRATOR
AND
SCHOOL LIBRARY DEVELOPMENT

Tom Peters*

Ladies and gentlemen, thank you for the opportunity to be with you this afternoon here at the Colony 7 Motel to share with you some thoughts on the role of the school administrator in the development of the school library.

My first thought is really a question: What is the origin of the name Colony 7? My family and I have taken innumerable trips via the Baltimore-Washington Parkway, passing this motel. Yet it was only when I was preparing this talk that my intellectual curiosity was sufficiently aroused to explore the thought.

So I called the motel and asked the desk clerk the origin of the name, telling her my purpose for so doing. Laughingly, she indicated that I was the first one to have asked her that question. She thought that the origin lay either in Maryland's being the seventh colony founded by the British or in its being the seventh of the former British colonies to ratify the Constitution of the United States. However, being somewhat unsure of the matter, she checked with someone else on duty. The latter agreed with the latter explanation.

Thanking the lady, I then resorted to an encyclopedia and learned that Maryland indeed was the seventh of the former colonies to ratify the Constitution. No mention was made about anything else related to "seven". I assume then that this is the origin of this motel's name.

Now I have provided you with a mini-history lesson as well as an illustration that I do possess at least one of the media skills: the ability to use the encyclopedia to gain or verify information.

My topic is "The School Administrator and School Library Development." The term "school administrator" is rather broad since it includes or could include everyone in a school district, region, or state who is to some degree responsible administratively for the governance of education. Whatever occurs or should occur in the students' educational program is to an extent, dependent on state laws and bylaws and school district policies and procedures. Each administrator at each level is, therefore, charged with seeing that these laws, bylaws, policies, and procedures are implemented.

However, it is the principal who is immediately responsible for this implementa-

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tion. In each school, no matter what the district's size, he or she along with the teachers - including the librarian or media specialist - and, most importantly, the students interact daily in the educational process. All other administrators have as their primary function that of guidance and support to the principal and the school staff in this process. For these reasons, my talk will center on the role of the principal in school library development.

Again "school library" although a term still used by many, is more properly called the "media center" because of the expansion and differentiation of its materials, equipment, and services. In turn, the coordinator of this facet of the educational enterprise is more properly termed the "media specialist." Thus, "principal, media center and media specialist" are the terms I shall use today.

I'm sure there is no arguing the fact that the principal has a responsibility for media center development as part of his over-all responsibilities. Also, there is at least verbal agreement among educators that the media center is or should be an integral part of the school's instructional program. Indeed, the media center is often referred to as the heart, keystone, hub - you name the synonym - of quality educational programs.

Given the library or media center's actual or potential importance to the educational program, it seems strange that the literature on school administration contains until recently so little reference to it or to the principal's role in its development.

Whether lack of priority or implicit consideration as part of over-all instructional leadership has been responsible for this deficit in formal preparation for school administration is conjectural. For whatever reason, however, I and, I'm certain, thousands of other aspiring administrators had little or no guidelines from the colleges and universities directed toward our role in media center development _per se_.

Nor from what I have been able to determine have the professional journals, even today, provided the practicing administrator with much help. As a matter of fact, an ERIC computer search for materials appearing during the last several years on principals and school libraries or media centers yielded only nineteen relevant items, and only one was devoted exclusively to the principal's role. That one was written not by a principal but by a media specialist. However, it was published in the National Association of Secondary School Principals bulletin.[1] All others were addressed generally to teachers, librarians (media specialists), principals, and other educational personnel.

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[1] Phyllis R. Kuehn, "The Principal and the Media Center," NAASP Bulletin (September, 1975), pp. 51-60.

Again, the role of the principal in media center development is touched upon in the literature on media centers, but the target is the media services sector rather than the administrative personnel sector.

Largely, then, there is no extensive or intensive reference in the literature to the school administrator and the school library or media center. How then does a principal determine what his or her role is or should be in its development? One of my colleagues in media services has suggested that the role is determined chiefly by osmosis.

I would hope this is not generally the case, for the term connotes a passive, reacting role rather than an active, initiating one. Regardless, the role is determined in most instances by on-the-job experience. The direction this role takes is frequently influenced either positively or negatively by the media specialist's personality and expertise.

By virtue of the position itself, the principalship carries responsibilities toward the media center and its personnel. These responsibilities vary from school district to school district but focus on materials, personnel, and physical facilities. First the principal frequently is the account manager for instructional materials and equipment funds allocated to the school generally and/or to the media center specifically. Second, the principal selects, monitors the work of, and evaluates the media specialist and media center paraprofessionals. This responsibility is often shared with the media services supervisor if the school district has one. Third, the principal determines or has a major role in determining the kind and size of physical facility the media center occupies within the school. Sometimes also, the principal is responsible for the development of a budget-capital or operating - for the media center as part of the over-all school budget.

The exercise of these functions should be part of a logical process of planning for media center improvement as related to the school's <u>total</u> instructional program improvement plans. The principal's signature on a purchase order for the media center, for example, should be a part of this logical planning process rather than a perfunctory act illogically based. Herein lie definite implications for professional as well as public accountability not only for the principal but also for the media specialist.

The logical or systematic process for media center improvement as part of total instructional program improvement is not easily conceived or carried out on a sustained basis. Yet the need is essential. Otherwise, staff-student-parent media center committees, physical facility requirements, staffing, services, budgetary requests, monetary expenditures, and community support become disjointed sooner or later. Even worse, the program for students suffers.

The principal as the instructional leader of the school must see that a logical, systematic process for instructional program improvement takes place. The principal must also make certain that improvements in media center services relate to and contribute to the total instructional program improvement efforts. Commitment to the process must begin with the principal and be engendered in the staff. Also, the media specialist must show commitment to the development of total instructional program improvement as well as media center program improvement.

Within the framework of total instructional program improvement efforts, then, the school staff, under the principal's active leadership, considers media center program and services improvements. The role of the media specialist in this process is a vital one not only as a resource but also as the ultimate primary agent for the delivery of improved services. Students and their parents must also have some roles whether as representative participants or as groups canvassed for their views. After all, the students are the recipients of the services, and the parents, the important providers of the monetary wherewithal.

In its planning progress, the staff must first determine what is before what should be. Not to do so fails to recognize individual differences in perception. Each teacher, the principal, and the media specialist may and often do have differing perceptions. And what about the students and the parents? It is indeed rash to presume that "everybody knows what the media center program in this school is."

Often the group consideration and determination of the current status of the media program can provide the principal and the media specialist with valuable insights as to ways they can assist the school staff in making better use of the materials, equipment, and services already available. For example, I remember well my concern as an elementary principal that the teachers in the upper elementary grades were not providing sufficient experiences in music to their classes. In a staff discussion of this concern, these teachers expressed a feeling of inadequacy in this curriculum area.

At one point in the discussion, the media specialist suggested that several albums of records devoted to the sounds of various instruments in orchestral compositions were on the shelves and that detailed study guides were included in each album. In examining them, we found a ready-made program support. Yet, not one of us except the media specialist had been familiar with this support.

This experience certainly indicated that I had best become more familiar with what was in the media center. Otherwise, how could I as the principal expect the

teachers to do so? Also, the experience served as an impetus for some staff meetings led by the media specialist.

A rather simple illustration? Yes. But it is in resolving the simple that I feel we are better able to meet and resolve the complex.

In any event, the school staff's addressing and coming to agreement as to what current media program and services are may be one of the most important steps if not the most important step a school staff and community take toward media center development. It signifies the principal's interest in and commitment to the matter. In turn, it should not be surprising that the staff takes its cue from the principal.

In summary then, the principal as the school's instructional leader must ensure that the media program is an integral part of the total instructional program. Further, the principal must ensure that media program improvement is consonant with and contributes to total instructional program improvement.

Given these circumstances, what are the daily on-the-job responsibilities of the principal?

1. Conferring regularly with the media specialist.
   Regularly scheduled conferences provide for mutual updating on program development. Conferences also furnish the opportunity not only to set short and long-range goals for program improvement but also to clarify, where necessary, the part that the media specialist and the principal play in this improvement.

If conferences are not regularly scheduled, other matters tend to take priority and the sustained attention to media program development is consequently lost.

2. Seeing that the media specialist has access to the same data on student achievement levels, needs, and interests as the rest of the staff.
   Standardized test results, range of achievement in given classes, non-confidential student records are examples of the kinds of information available to use in planning classroom instruction. So too should they be available to the media specialist in media program planning.
3. Scheduling time in staff meetings for the media specialist to introduce or reinforce the use of media materials and equipment as instructional supports.
   Doing so gives visibility to the media program and sets the stage for staff receptivity towards further inservice in smaller groups.
4. Urging staff participation in school or school district workshops or courses in effective use of instructional media. Participating in these

workshops or courses himself or herself.

The use of appropriate media for given teaching strategies should be a necessary part of any classroom program. Participation of the principal often serves as an impetus for teachers to do so.

5. Making certain that staff and students are involved in the evaluation, selection, and purchase of media materials and equipment.

Staff and student input here shows that the media specialist is interested in their ideas. At the same time staff and student involvement exemplifies the joint media-center/total instructional program partnership. Unnecessary duplication of materials and equipment is avoided as well.

6. Making certain that the media specialist is involved in the evaluation, selection, and purchase of materials and equipment for classroom use in particular disciplines.

The same justification applies here as in #5. In addition, the media specialist's involvement gains for him or her greater knowledge of the classroom instructional programs.

7. Insisting upon flexible scheduling in the media center.

Only with ready access for all students to the media center can the media center reach optimal use. Under no circumstances should the principal tolerate the regularly scheduled entire class visits to the media center for the sole purpose of exchanging the one book borrowed last week for another this week. Also, the media center should not be used as a place of detention for students unable to be contained in the classroom. Rather, through joint planning by the media specialist and the classroom teacher with specific instructional objectives in mind should entire classes be scheduled at any one time into the media center. Individualized research, small group instruction, leisure reading should be encouraged and accommodated.

8. Providing for media specialist participation in grade-level or department instructional program planning.

This aspect of a sound media program is extremely important. The principal and the staff must inform the media specialist on a continuing basis of instructional emphases in the various disciplines, and time must be allotted in the specialist's schedule to work with teachers. In the planning meetings, provision should be made for teaching the media study skills not only by the specialist but also by the teachers themselves.

9. Encouraging staff and student use of media center resources to make film, filmstrip, television, slide-tape, or videotape productions as part of the instructional program.
   This facet of the media center services, has long been less used than others. But what a rich experience it can be for the producers and the intended audience. Ranging from daily school-news, announcements on closed-circuit television to slide-tape projects using less sophisticated hardware, these media productions contribute much to the school's program.
10. Fostering the use of a voluntary student and parent aides in the media center.
    With well-thought-out selection procedures and training, volunteers can assist in many ways that free the media personnel to work more closely with teachers and students in the instructional program itself.
11. Scheduling media center "open house" for the community.
    "Open house" or similar ways of highlighting the media center services to the instructional program educate the public to the media center's value. Public support at budgetary time is enhanced as well.
12. Observing the media program in operation.
    The principal cannot really judge the effectiveness of the media program's contribution to the instructional program unless he or she sees it in action. Stressing the responsibility for so doing, Montgomery County Public Schools require that, as part of the media specialist evaluation process, the principal observe the specialist participating (a) in planning meetings, (b) in an instructional situation, and (c) in actual media center operation.
13. Establishing and maintaining with staff an operational mechanism or system for accomplishing and evaluating each of the above.
    Sustained cooperative efforts toward media program improvement cannot take place unless the staff, with the principal's leadership and support, determine and follow systematic ways to facilitate the process. Standing committees; schoolwide written policies and procedures on media center use; schoolwide written policies and procedures on evaluation, selection, purchase, and use of instructional and media center materials and equipment; a schedule for planning and evaluation meetings; setting time frames within which objectives for media program improvement can reasonably be attained - these are essential components of the system.
14. Providing the time for himself or herself and the staff to do each of

the above.

Unless the principal and staff allot and actually use the time necessary to accomplish all of the foregoing, results will be piecemeal at most. The principal must see that the time is provided in his or her, the media specialist's, and the teachers' schedules.

I realize that little of what I have said is new. Many times others have said it more eloquently than I. But how many of us have extended saying into doing? You and other media specialists as well as administrators other than I can best answer that question.

Is it idealistic? Perhaps in some circumstances. But I for one continue to believe that it can be done and have seen increasing evidence in some schools that it is being done. Certainly, adequate funding for materials, equipment, and personnel are important to the doing.

All-important to the doing, however, is the principal's leadership and commitment. And the principal's commitment is usually dependent on the media specialist's commitment. Working as a team, they can galvanize staff commitment. And most importantly, the students will profit from the resulting coordinated, concerted efforts!

INTRODUCTION OF KEN HAYCOCK

In an interview conducted by Wilson Library Bulletin, Ken Haycock stated "If education is indeed the art and science of human self-actualization, if teaching is committed to the development of self-reliant, confident, creative and happy children, who can think rationally and independently, if the worthy use of leisure time is a goal, then the school with the media centre staff at its philosophical centre is a priority."

A teacher, Ken received his Bachelor of Arts, and past-baccalaureate Diploma in Education from the University of Western Ontario and a Master of Education from the University of Ottawa; a librarian who holds Intermediate and Specialist certificates in school librarianship from the Ontario Department of Education and a Media Specialist with a Master of Arts in Library Science from the University of Michigan, Ken is innovative in effecting changes in school library service wherever he works.

He has taught school librarianship in both faculties of education and in graduate schools of library science. He has served as an educational consultant to the Canadian Children's literature project.

He is past president of the Canadian School Library Association and is currently Vice-President, President-Elect of the Canadian Library Association - the only school librarian to have held this position in the 30 year history of CLA.

Ken has served as chairman on a number of school library councils and committees. He was Co-Chairman of the Sub-Committee on Personnel for the new Joint Standards for School Media Programs, which is to be published jointly by the Association for Media and Technology in Education in Canada and CSLA, this winter.

He is Chairman of the Editorial Board of Canadian Materials - the only Canadian national journal devoted to critical evaluation of Canadian learning materials in all media formats, and is on the Editorial Board of Moccasin Telegraph, CSLA's journal.

Ken is a reviewer of print and non-print materials, is editor of a newsletter of the Ontario Secondard School Teacher's Federation, and has written many articles for professional journals. Amongst his 23 or so monographs are:

A list of subject headings on drugs.
Free magazines for Teachers and Librarians, which is under revision at present.
Security - Secondary School Resource Centres.
Recruiting, Selecting, Training and Motivating Adult Volunteers.

Mr. Haycock was introduced by Mrs. Donna J. Adrian, President of the Canadian School Library Association.

While working for the Wellington County Board of Education as an Educational Media Consultant, the number of teacher-librarians employed in schools increased by 400%. Library budgets increased significantly during his tenure, despite declining school enrolment and general budgetary restraints. Through him his Board attained "a national reputation as the best media centre in the country."

In September, Ken becomes the Coordinator of Library Services for the City of Vancouver Schools.

It is no wonder that the University of Michigan this year awarded Ken the Beta Phi Mu Award for the most outstanding contribution to librarianship during the past five years.

It is my great and personal pleasure to introduce Mr. Ken Haycock, who told me to tell you that where he comes from it is 5 A.M.

STRATEGIES FOR CHANGE

An identification and examination of techniques for enlisting administrative support for program development at the school and district levels. Accent was on defining service priorities for maximum benefit. This was a very personal presentation drawing on specific examples from the speaker's experience. Due to this part of the program and the many visual materials used, a checklist summary rather than a formal paper is included here.

Ken Haycock*

*Ken Haycock, Educational Media Consultant (K-13), Wellington County Board of Education, Guelph, Ontario, Canada N1E 6K2; after 1 September 1976 Coordinator of Library Services (K-12), Vancouver School Board, Vancouver, British Columbia, Canada V6J 1Z8.

IT HAPPENED ONE FRIDAY

by Ruth Street

ARRIVED AT MY DESK; it was seven forty-five
In swarmed the kids like bees to a hive
All day they buzzed round me with questions so varied
Up, down, round and round, my beleaguered mind scurried.

"Who wrote LORNA DOONE?" "Will you sign my green slip?
I hate to miss school, but my folks took a trip."
"I need some material on foreign relations."
"Do you have a book of familiar quotations?"
"I want to read SMOKY, is it always out?"
"Will you kindly tell me what MAIN STREET's about?"
"What is a classic?" "May I borrow two pins?"
"Please tell us the time when the assembly begins."
"May I go to my locker?" "I want Mendel's laws."
"My topic's inflation--the effect and the cause."
"I talked with a teacher, that's why I am late."
"Just where do I look for the copyright date?"
"Will you find me a picture of an evergreen tree?"
"I need an example of a good simile."
"Must I pay for this book? The cause was our pup:
Before I could grab it he got it chewed up!"
"Can you find for me a favorite poem?"
"I'm writing a speech about school and the home."
"For the last book you checked me I'm grateful to you;
I thought it so good I made Mom read it too."
"I need Emily Post or some etiquette."
"Do you know the difference between sit and set?"
"We're having a party and want some new games."
"Bill Cody's checked out, do you have Jesse James?"
"Shakespeare is my topic, do you have him in here?"
"Just where is that play called NO MORE FRONTIER?"
"Why can't we whisper? We're talking our lessons--
the UNO, its charter and sessions."
"Does chromium begin with a C or a K?"
"My assignment for Tuesday is on TVA."
"Who was that old king so renowned for his wealth?"
"Debators we are and our topic is health."
"I can't find Poticelli, though I hunt and I hunt."
"We're the program committee and need a good stunt."
"A diagram please, of the lungs of a frog."
"Why can't I find verbs in the card catalog?"
"Sorry to disturb, didn't mean to talk so loud."
"Will you find me a picture of a cumulus cloud?"

Without lull or surcease--six hours endless stream
I cudgeled my brain--tried hard not to scream.
When the hands on the clock said three thirty-one,
Pronto! they departed. I was left all alone.
The books scattered round me were a vast disarry.
I began to restore them Dewey Decimal way.
In walked a teacher, fatigued with much care;
Wearily she sighed as she dropped to a chair,
"It's so peaceful in here, quiet, orderly too--
But how do you stand it with nothing to do?"

A. INTRODUCTION

1. Know Your Philosophy

   1.1 Why are you in the school?

   1.2 Is that worthwhile and significant?

   1.3 What is your philosophy of education? How does school librarianship fit in as a useful teaching agency?

   1.4 Formulate specific goals.

   1.5 What are your objectives? Be careful to delineate objectives not services.

2. The Ontario Warning and Experience

   2.1 Ed Stewart, Ontario Deputy Minister of Education, speaking at the Queen's University (Kingston, Ontario) Faculty of Education Continuing Education Program in School Librarianship, 6 June 1972:

   > I don't think that there is any question that in this period of readjustment and reassessment of priorities and restraint on spending in education that those of you who are associated with the library and the resource centre field may be in as vulnerable a position as anyone within the total school setting. First of all especially in terms of the resource centre concept, you are relatively new. Secondly, librarians or librarian teachers are a minority within the teaching profession in general. Thirdly, you know it's so much easier always to cut back on items like books and supplies and materials of various kinds than it is to cut back in terms of staff, because staff can speak back on those kinds of issues and, of course, books and learning materials can't. I'd be very surprised, if in the instances you know from your personal experience, that as the first cut-backs come in school board spending, it isn't these very kinds of areas that tend to catch it.

   2.2 The Current Ontario Situation

   A typical newspaper report (Guelph Life) on changes in provincial government spending for education, 28 January 1976:

   > Brace yourself. It looks like we're going to be hit this spring with a school tax increase of 30 per cent - maybe more.
   >
   > There will be no new programs this year. And even some existing programs will have to be curtailed.
   >
   > We may have to settle for lower standards of cleanliness in our schools.
   >
   > Some parts of the summer school programs may have to be cut. Some field trips may have to be cut. One thing for sure, budget talks this winter are going to be grim.
   >
   > The reason, again, is the lower grant rates. There are two kinds of grant rates - those for ordinary expenditures such as salaries, and those for extraordinary expenses such as transportation and debenture charges.

Last year (1975) the province handled 59.66 per cent of the ordinary expenses at the elementary level and 64.65 per cent of the expenses at the secondary level.

This year, the elementary grant has been reduced to 57.5 per cent and the secondary to 57.2 per cent.

The same goes for extraordinary expenses. Last year the province picked up 84.57 of the elementary expenses and 82.13 of the secondary expenses. In 1976, provincial grants will only be 73.5 per cent and 76.7 per cent respectively.

What that means in plain language is that taxes would have to increase by 16 per cent this year, even if the board of education doesn't spend a cent more than it did in 1975.

Unfortunately, the board is already committed to an increase in its spending in 1976.

There are certain things that we're locked into. The cost of utilities and paper is going up, and we have to have those.

The board is also committed to an interim salary increase which it granted to teachers in September, plus whatever increase comes out of negotiations.

2.3 "School resource centres are beauty spots on the body politic."

2.4 Declining financial support for education generally is no reason to accept decreased financial support for school resource centres. All spending is based on priorities developed by a combination of logic and pressure. Regrettably, in some areas, teacher-librarians have done a poor job of selling the potential of a resource centre for teaching and learning.

2.5 Level of Services

CURRICULUM IMPLEMENTATION

Curriculum Planning and Development
Co-operative Teaching
Professional Development Services to Teachers

CURRICULUM ENRICHMENT

Promotion of Materials and Services
Guidance for Readers, Listeners, Viewers
Information Services
Design and Production of Materials
Co-operation with Outside Agencies

CURRICULUM SUPPORT

Administration of Resource Centre
Selection of Materials
Acquisition of Materials
Organization of Materials
Circulation of Materials

2.6 Don't support the curriculum - implement it for significant learning as well as for survival. If you are not essential to classroom teachers, you are not essential to the school.

B. IDENTIFY THE AUDIENCE

1. Introduction

   1.1 Is there one public? No - there are many and each has its own concerns and self-interest.

   1.2 How is the system organized?

   1.3 Who formulates goals?

   1.4 Who implements policies?

   1.5 How does the system operate?

   1.6 Who do you want to reach?

   1.7 What are their positions?

   1.8 Know key personnel, especially the power brokers.

   1.9 Learn names.

   1.10 Be aware of the background and knowledge of the person with whom you are dealing. Many decision-makers will not admit what they do not know. Presume nothing.

   1.11 Who does the delegating? What? To whom?

   1.12 Know the budget and the managers of the budget (superintendent of finance, treasurer, purchasing agent, buyer). Provide in-service for them on related resource center concerns.

   1.13 Take advantage of honeymoon periods and "teachable moments".

   1.14 Be persistent and aggressive but don't appear hostile.

2. Groups

   2.1 Who is "The Noncustomer?" Why?

   a) He doesn't know about your product.
   b) He can't find your product.
   c) He doesn't need your product.
   d) He doesn't understand what your product can do for him.
   e) He doesn't expect good service.
   f) He has trouble with your product.
   g) He doesn't know your brand.
   h) He doesn't trust your brand.
   i) He thinks the product's value is uncompetitive.
   j) He simply prefers a competitive product.

   Darnell Institute of Business Research

   2.2 Trustees, Superintendents, Principals, Teachers, Students, Community-Director.

   2.3 Secretaries/Technicians - don't overlook support personnel.

   2.4 Substitute teachers.

   2.5 Parent volunteers - push and promote adult volunteers as a basis for development.

   2.6 Student council as a power group.

   2.7 Know your trustees.

   2.8 Work with board and administration committees that affect you - aims and objectives, curriculum, teacher aides, telephone.

3. Administrators

3.1 Administrators and politicians.

3.2 Numerous demands made on them.

3.3 Concrete and educationally significant reasons are usually required for development. That something would be "nice" or that "others do it" is simply not good enough.

3.4 Administrators have little time and do not appreciate it being wasted - be prepared, be organized, be succinct to start.

3.5 Do they have "pet projects"? Do you have a "Phys ed" Principal? Does the Chief Superintendent have a special program? Clue in and tie in the resource centre and its potential.

3.6 What do they read?

3.7 Know the power source like the back of your hand.

4. Patterns

4.1 What is the power structure?

4.2 Where are the weak links?

4.3 Where are supporters?

4.4 Are there factions?

4.5 What impresses whom?

4.6 What is the communication pattern?

4.7 Who are the trusted subordinates?

4.8 Who has the greatest effect on whom?

4.9 Who is above and below decision-makers? These must be changed too.

4.10 What are their attitudes toward in-service, resource centres, teacher-librarians, professionalism.

4.11 Diagram internal and external influences on decision-makers.

4.12 Diagram allies.

4.13 Enlist the aid of their supporters.

4.14 Assume equal partnership with decision-makers.

C. IDENTIFY PROBLEMS.

1. Not everything that is faced can be changed <u>but</u> nothing can be changed until it is faced. (James Baldwin)

2. Problems are usually centred around two areas: (a) money (or, more accurately, lack thereof) and (b) lack of information about the problem or understanding of the implications.

D. BUILD EXPERTISE

1. Introduction

1.1 Examine other changes - how were they implemented?

1.2 Know board policy.

1.3 Listen to inaugural addresses of new trustees.

1.4 Attend meetings.

1.5 Join curriculum committees. Get a teacher-librarian on each one.

1.6 Know your field and presume decision-making responsibilities.

1.7 Be aware of standards and comparisons.

1.8 Remember your professional integrity and stand up for it.

1.9 Visit other centres.

1.10 Invite outside consultants for programs.

1.11 Read current professional literature and spread the ideas around.

2. Specialize

2.1 "Be not simply good - be good for something".

2.2 Select an area of interest and talent.

2.3 Acquire special skills.

3. In-Service

3.1 Teach others.

3.2 Provide in-service for faculty/staff members.

3.3 Know the principal and the role. Discuss philosophy, objectives, program planning, budget, intellectual freedom and levels of support. What is the influence of your principal?

3.4 Share!

E. ANALYZE ALTERNATIVES

1. Introduction

1.1 How does the administration evaluate?

1.2 Be visible.

1.3 Build programs and services for feedback to administrators.

2. Services

2.1 Support/enrich/implement the curriculum.

2.2 Be more involved in curriculum planning.

2.3 Be more involved in cooperative teaching.

2.4 Formulate specific objectives, articulate them to administrators, evaluate them.

2.5 List objectives for the year and methods of implementation. Are these true objectives or current jargon?

2.6 Concentrate on administrators and teachers - not students.

2.7 Does the time you spend on specific services justify the return?

2.8 Plan parent-involved programs. Invite the superintendent and newspapers.

2.9 Program budget.

2.10 Display yourself and your services.

2.11 Send new materials, not notices of new materials, to teachers and administrators.

2.12 Develop faculty/staff room displays. Even if the teachers ignore them, decision-makers will see them.

2.13 Use district resource centre services as back-up to school resource centre services.

2.14 Label everything from you that you route.

3. Print Media

3.1 Write articles for the local newspaper.

3.2 Write articles for teachers' professional journals.

3.3 Invite reporters to see programs.

3.4 Have articles appear in the board newsletter.

3.5 Edit newsletters for teaching federations.

3.6 Develop position papers (selection of materials, intellectual freedom, organizing nonbook materials, use of volunteers).

3.7 Send reports to media.

3.8 Co-operate with the public library.

4. Nonprint Media

4.1 Show yourself off - get on radio and television.

4.2 Talk on a hot line.

4.3 Produce slide-tape presentations on services.

4.4 Develop special programs for one group (slide/tape, panel, discussion) but don't disagree among yourselves!

5. Discuss

5.1 Invite visitors at a 'good time' and know what to say.

5.2 Turn casual conversations toward resource centre concerns.

5.3 Get on your soap box but don't be strident or a complainer.

5.4 Camp on your administrator's doorstep.

5.5 Have teacher-librarians attend every committee/board meeting.

5.6 Lobby - buttonhole!

5.7 By pass your administration with problems if necessary and feasible.

5.8 Compare conditions of work for quality teaching with your working conditions.

5.9 Get grants for special program.

5.10 Develop the desire for change from indifference. Distinguish between what is and what can be.

5.11 Don't threaten unless you can make good-get others on your side first.

F. COMMUNICATIONS

1. General
   - 1.1 What do you want to communicate - why?
   - 1.2 Don't make assumptions.
   - 1.3 View your critics as learners.
   - 1.4 Get involved in adult education - don't get upset - teach what you want learned.
   - 1.5 Remove jargon or use it to your advantage.
   - 1.6 Define terms of reference.
   - 1.7 Develop a sense of timing - Are you asking at the best time?
   - 1.8 Do not condescend.
   - 1.9 Don't just ask - explain why.
   - 1.10 Sharpen your awareness.

2. Techniques
   - 2.1 Change the implicit role of teacher-librarians in curriculum guides to the explicit.
   - 2.2 Talk teacher-librarians not resource centres or libraries.

G. BUILD RELATIONSHIPS

1. Dialogue
   - 1.1 Dialogue with different audiences.
   - 1.2 Attend meetings.
   - 1.3 Talk with principals/superintendents/trustees.
   - 1.4 Provide orientation for new teachers at the school and district levels.
   - 1.5 Know your student council.

2. Implement
   - 2.1 Socialize.
   - 2.2 Be one of the group (even if it kills you!)
   - 2.3 Involve the principal in your program.
   - 2.4 Use postcards to send notes/congratulations to trustees, parents, superintendents.

H. NETWORKS

Build networks (both formal and informal) that you can use over and over again. Determine who the opinion leaders are. Often if 10-20% of your population adopt an idea, it carries.

1. Teacher-Librarians' Association
   - 1.1 Group approaches are often better.
   - 1.2 Anonymity can be important. Use phrases in letters like, "I have been instructed".

1.3 Have a directory with name, school, time there, telephone number.

1.4 Work with your consultant to lobby.

1.5 Meet without your consultant at times.

2. Consultation - Coordination

2.1 Support your consultant or get rid of them.

2.2 Help to establish program priorities and service priorities within each program for the coordinator.

DISTRICT PROGRAM PRIORITIES

Program Development

Selection of Materials

Organization of Materials

Administration - Co-ordination

2.3 Provide a district newsletter for sharing.

2.4 Use production services.

2.5 Get Central Processing to save time and money.

2.6 Use Education Library services.

2.7 Are there central Vertical Information Files for school use?

2.8 Is there an Information Retrieval System for journal articles?

2.9 Have joint selection programs.

2.10 Develop collections on local history centrally or at least coordinate.

2.11 Develop community resources files jointly.

2.12 Develop Union Lists of periodicals for schools.

2.13 Develop collections specializations lists.

2.14 Use statistics to advantage.

2.15 Use your consultant to maximum advantage - for advice, coordination, in-service, lobbying.

3. Other Groups

3.1 Work with negotiating teams for improved allowances and working conditions.

3.2 Get on teacher executives.

3.3 Make presentations to the Principals' Association.

3.4 Work with Teacher-librarians from other districts.

3.5 Get Provincial teaching organizations to pass resolutions.

Be It Resolved

That the Teachers' Federation urge the Faculties of Education to provide personnel to integrate programs on the utilization of school resource centres into curriculum teaching components.

Be It Resolved

That the Teachers' Federation urge the Faculties of Education to develop and maintain demonstration school resource centres to provide materials and personnel to assist student teachers in curriculum development and implementation using resource centres at all levels.

3.6 Become more militant in your provincial organizations.

3.7 Have a library media day like New York State.

4. Joint Programs

4.1 In-Service for other groups of teachers.

4.2 Counsellors (Bibliotherapy), Reading Teachers (Motivating Voluntary Reading), English Teachers (Poetry and the Teacher-Librarian) and so on.

5. Education

5.1 Improve programs and articulation between Faculties of Education and Faculties of Library Science.

5.2 Improve standards for entry to the profession.

I. SOLUTION - FOLLOWUP

1. Solutions

1.1 Concentrate on one priority.

1.2 Participation.

1.3 Have a fait accompli and see if you get away with it.

1.4 Be devious.

1.5 Evaluate success and failure.

1.6 Push for a demonstration resource centre.

2. Compromise (if necessary)

2.1 Re-examine alternatives.

2.2 Ask for the required but compromise if pressed.

2.3 Forget the whole thing at times and back off.

2.4 Re-evaluate.

2.5 If cut back, do less better - don't compromise yourself.

J. CONCLUSION

1. Diffusion

1.1 Share.

1.2 Spread out.

1.3 Capitalize

1.4 Advertise outside the resource centre (who puts a "for sale" sign on their back lawn?)

1.5 Don't stop and don't give up!

2. Conclusion

2.1 Realize that there can be problems with success such as jealousy from other groups.

2.2 Change must be desired.

2.3 Change your image.

2.4 "If there's no wind, row!"

2.5 Time is running out.

2.6 "Not to decide is to decide."

2.7 Do more than exist... live
Do more than touch... feel
Do more than look.... observe
Do more than read.... absorb
Do more than hear.... listen
Do more than listen.. understand
Do more than think... ponder
Do more than talk.... say something
Do more than just intend ....

GET INVOLVED

TODAY!

INTRODUCTION OF MISS TERESA DAUGHERTY

Terry is a Pennsylvanian, did her undergraduate work in Pennsylvania, obtained her Master's degree from Carnegie Institute and has continued her education at Catholic University, American University, and the University of Virginia. She has been active in our professional organizations at all levels. She served Maryland and the region in which Maryland is located as a director on the AASL Board for a four year term, and was on the Task Force that revised the school media center standards. She has been active in getting our standards and our certification requirements for library/media specialists here in the state of Maryland. She has been a public librarian at the Carnegie Library of Pittsburgh, she did university library work at the University of Miami, and was a high school librarian before she became a supervisor in Montgomery County.

Miss Teresa Daugherty was introduced by Miss Frances Fleming, Director of Baltimore County School Libraries.

THE MONTGOMERY COUNTY MEDIA SKILLS PROGRAM

Teresa J. Doherty*

It is indeed a privilege to have this opportunity to meet with you this morning and to talk about one aspect of the Montgomery County school library media program - our instructional system for developing student media research and communication skills.

To do this it will be necessary to provide you with some background information on the total school library media program in Montgomery County. Our philosophy is based on a unified media program of services to students and teachers related to the availability of instructional resources and technological support. Montgomery County is located north of Washington, D.C. It is an area of approximately 500 square miles. The county school system is divided into six administrative areas. We have 198 schools, 142 elementary schools, 56 secondary. Each school has a library media center facility, and a staff of library media specialists and aides assigned on the basis of enrollment numbers. They have responsibility for initiating and managing programs of instruction and service. We strive for programs that complement and enrich the curriculum, and that inspire and promote a love for learning on the part of the students. We have quantative standards for personnel, collections, and facilities. The qualitative standards relate to process and program objectives and are published in county "Criteria for Media Programs." The new media specialist evaluation system contains eleven "Performance Criteria" and provides a number of indicators to use in assessing each one.

Library media specialists in Montgomery County have become learning facilitators. They have a firm commitment to the importance of functioning as a member of the teaching-learning team deciding upon instructional goals, choosing the necessary strategies to accomplish specific objectives, and providing a collection of resources keyed to instructional objectives. Together media specialists and teachers mutually seek creative ways to help students move toward the achievement of learning objectives.

Traditionally school media specialists have always taken an active role in assisting students and teachers to use the library media center and its

*Media Supervisor and Coordinator of the Media Field Services Division of the Department of Educational Media and Technology - Montgomery County, Maryland.

resources to full advantage. The concept of instruction in library usage is as old as the concept of school librarianship itself. Too often the instruction given was done casually without careful advance preparation, or thought; unrelated to meaningful learning experiences, and without assessment as to need or readiness of students. Instruction of individuals, small groups, or large groups in media research and communication skills has never been more important than it is today. The current body of knowledge in the world is so vast and growing so rapidly that it far exceeds our capacity to master all of it. Media research and communication skills cross all subjects and levels of instruction and are essential elements in the educational growth of each student. They enable a student to become increasingly responsible for his own learning progress, to select and use information in a variety of formats, and to demonstrate many ways of applying what has been learned. Without the ability to locate identified resources; select appropriate sources of information; utilize instructional materials and equipment; comprehend information within resources; and produce new expressions of ideas and information, a student is severely handicapped in his progress as an independent learner. Possession of these skills broadens a student's opportunities for ongoing individualized education. To help students master these study skills school library media specialists in Montgomery County under the leadership of staff from the Department of Educational Media and Technology and Department of Pupil and Program Appraisal developed a media skills project that consists of four parts:

1. The development of a suggested scope and sequence of media research and communication skills, K-12.
2. The development of sample assessment tasks for each of the instructional objectives.
3. Identification of materials that could be used in teaching and learning skills.
4. Evaluation of the project.

The project started in 1971 with the appointment of a committee of ten media specialists and teachers who reviewed all recommendations and suggestions made by county media specialists and sent to the Department of Educational Media and Technology. They recommended skills to be included, suggested possible grade levels for introducing skills, and enclosed outlines that they used in the instruction of students. Curriculum guides, state, county, and school goals of education were studied carefully. A chart of Instructional Objectives for Media Research and Communication Skills was published providing

a K-12 sequentially related arrangement of instructional objectives. The chart orders the objectives in 6 broad categories and 8 ability levels and cumulates skills across grade levels. We are now using the 7th revision of the chart. We know and plan that we will continue to make changes, additions, and deletions.

Using the chart as a planning guide the principal, media specialist, and teacher can identify the skills a student must master in order to attain desired student outcomes in basic academic subjects and to use media effectively. Students are not restricted to learning skills on particular levels but may move up or down or across the chart. Based on assessment of student levels, abilities, needs, and interests, media specialists and teachers can plan appropriate instructional units and strategies. We know that students are ready to learn new skills at different times. Students may be working on various objectives regardless of grade level or age if they are ready to move ahead on the skills chart.

To help media specialists implement the skills program sample assessment measures for each of the ojbectives on the media skills chart were prepared by the skills committee. These measures consist of various activities and exercises which will assist media specialists and teachers in determining whether a student demonstrates competencies in specified skills. These measures are offered as models which media specialists and teachers in all subject areas can use in writing their own assessment activities and exercises.

Each assessment measure specifies what specific observable behavior a student will be able to demonstrate as evidence of achieving the objective, the level of acceptable performance, and under what condition the behavior will be expected to occur. Integration of media skills with the schools' instructional program requires direct communication and cooperation between media specialists and teachers in continuous planning, implementing, and evaluating cycles. One model of instruction that can be used for developing a media skills program consists of establishing goals and objectives, identifying methods and activities, evaluating and revising teaching strategies.

The media skills project is one component of the systems approach that we have used in Montgomery County nor developing and improving school library media programs and services.

Jean Gilliam will give you an overview of the systems approach to media programming.

To Implement A Skills Program it is necessary to have a committment from the principal and school staff that these basic skills are important for

students - the great need is for planning time and media specialists must set aside this time in their weekly schedule. In planning with the principal and faculty the media specialist must be thoroughly familiar with the school's philosophy and objectives, organization, curriculum, community, student population, and teaching approaches.

It will be helpful to develop a profile of your school similar to the one you received this morning.

All instruction requires an understanding of how people perceive things around them, how people communicate with each other, and the psychology of learning. We know that learning is a private affair - personal and individual. We believe that retension and more effective learning take place when more than one of the senses is involved. Essentially learning takes place when an individual is actively and emotionally involved in the learning process. We believe that students develop skills more effectively when there is a systematic instruction plan and continuous opportunities to practice the application of the skills. A skill should be taught functionally - often within a subject of study. It is presented at increasing levels of difficulty, moving from the simple to the complex. Each level of instruction builds on and reinforces what has been taught previously. The program of skills instruction should be flexible to allow media skills to be taught as they are needed by the learner. Many skills can be developed concurrently.

Media specialists and teachers begin planning for instruction by determining what is to be taught, when, where, and how it can be taught. Consulting curriculum guides, subject planning guides, recommended resource units and teaching units will provide many suggestions for resources and activities to be used in presenting and organizing information on a particular subject to students. Individual lesson plans are then developed for identifying specific content and activities for each segment of the lesson. Identification of the materials to be used requires attention to content, point of view, format, and sequence.

The Montgomery County skills program is conducted at two instructional levels: The informal and the formal.

Informal Instruction refers to the teaching that takes place spontaneously - answering a student request for information, providing help in locating references, giving directions on using materials or equipment, encouraging the students to browse freely and enjoy examining materials. Many media specialists will plan instruction to meet specific needs by providing a short cassette

teaching tape dealing with a specific topic - e.g., the use of a Thesaurus, use of almanacs, instructions for operating a piece of equipment. Self instructional areas are set up where students can use audio and video tapes, filmstrips, kits, and other instructional materials to teach themselves.

Formal instruction involves preplanned lessons for small or large group presentations. All the established guidelines used in good teaching apply. The practice of library media specialists working with teachers in cooperative planning helps integrate media center instruction with the total school curriculum.

We strongly recommend open scheduling. Avoidance of rigid scheduling is recommended. Open scheduling does not mean that media skills will be missed by students. It means that teachers and media specialists must plan together to ensure learning opportunities and time for students to use the media center. Identifying the skills that students need to master specific learning objectives helps all teachers to give students opportunities to practice these skills while pursuing particular subject studies - what chemistry books should all students studying chemistry have an opportunity to examine and use? A creative teacher will make the media center a special teaching and learning laboratory.

How do media specialists work with individuals to develop media skills? Small learning centers can be set up on specific topics where students can study sequentially arranged learning packets, test themselves, and progress at their own speed. Now Library gives many examples of these centers. Contracts can be arranged with the media specialist or teacher to accomplish specific units of work. Reading, listening and viewing guidance can be provided through planned instructional activities. We send a monthly list of media activity suggestions keyed to the skills chart. Emphasis on problem solving and providing students with media experiences related to designing and producing materials will help them with skill mastery. Encouraging students to participate in committee work, organizing discussion groups, contests and games, and sponsoring media student organizations are also effective.

An active library media center becomes as one student described it a "Coming and going place" - full of activity.

At the beginning of each school year the media specialist confers with faculty at meetings by grade level or departments, with personnel, on special teaching teams, and with individuals for determining curriculum emphasis and specific units of instruction. Planning continues - daily, weekly, monthly, and yearly. What do you do when? Consultation with members of the faculty, surveys of students and faculty to determine perceptions of service and their

involvement in selection of materials are all necessary. We use a materials triangle approach.

The library media specialist coordinates the selection of materials in each school. All materials are evaluated and selection is not done carelessly.

There may be strong feelings as to how monies in the budget should be used. Eventually decisions are made.

Teachers are happy when they find the materials that they need for instructional sequences.

The library media specialist cooperates with teachers by searching for appropriate media; suggesting optional learning experiences; recommending the use of particular kinds of media that can best get the message across, determining media usage and recommending patterns in instruction. The library media specialist may help to plan, design, produce or have students produce media for specific needs.

School library media specialists in Montgomery County have all had a part in the development of the skills project. They are dedicated people and they have worked hard to provide students and teachers with opportunities to learn media research and communication skills. We especially want students to have successful learning experiences with these basic skills and to continue a life long love of learning.

INTRODUCTION OF MRS. JEAN N. GILLIAM

Jean has her Bachelors degree from Madison College in Virginia and her Masters from the University of Maryland. Jean has been a teacher a long time in English and various areas of the Social Studies. She is the co-author of the curriculum guides and the test item banks which will be discussed in this presentation. She has served as consultant for a setting up of many assessment techniques and has co-authored a staff development course, "An Assessment Measurement for Classroom Instruction" and also a brochure issued in Montgomery County entitled "Assessment Procedures."

Mrs. Jean N. Gilliam was introduced by Miss Frances Fleming, Director of Baltimore County School Libraries.

A SYSTEMS APPROACH TO MEDIA PROGRAMMING: AN EXAMPLE OF INTEGRATING MEDIA SKILLS WITH THE SCHOOL'S ONGOING TEACHING-LEARNING PROCESS

Mrs. Jean N. Gilliam*

When I was invited to make a presentation at this conference, I was asked to speak on a systems approach to media programming, with the emphasis on how such programming is related to the teaching-learning process. I was very interested in making such a presentation because that approach is precisely the one we have been taking for the past five years in Montgomery County, Maryland.

In thinking about the program, I decided the best way to approach this topic might be to pose a series of questions which I would then answer for the conference participants. All answers that I give to these questions will be in the context of interpretation and use in Montgomery County. There are many systems approach methods for doing things in a systematic way; therefore, as I discuss both a systems approach to media programming and the components involved, I shall be explaining the framework that I designed for use in Montgomery County public Schools (MCPS).

In examining our systems approach to media programming and in explaining the MCPS example of integrating media skills with the school's on-going teaching-learning process, I shall discuss five questions:

1. What is a systems approach to media programming?
2. What components need to be addressed?
3. What process was used in MCPS to develop these components?
4. What do these MCPS components look like?
5. How does the integration of these MCPS components into the teaching-learning process relate to media program accountability?

First, let us look at what a systems approach to media programming is. It is an integrated group of program components organized to accomplish stated objectives. These components and objectives are related to all of the services which the media specialist makes possible, involving various aspects such as (1) the collection, (2) facilities, (3) assistance to students, (4) assistance to teachers, (5) the creativity of the media specialist in setting up learning activities and/or teaching opportunities for students and teachers, and (6) public awareness of the media specialist; e.g., letting students and staff know about new things when they come out on television programs.

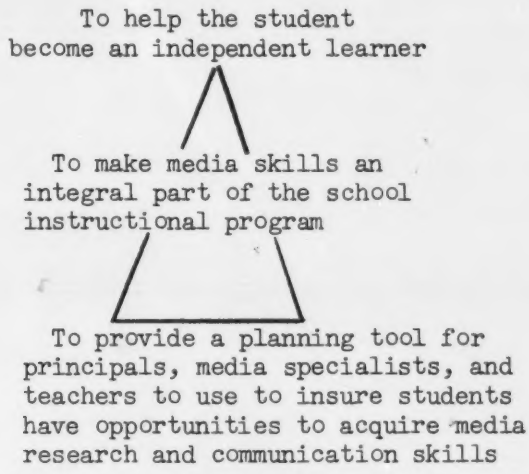
A systems approach to media programming involves an integrated group of

*Coordinator of Assessment Services, Department of Research and Evaluation, Montgomery County Public Schools, Maryland, U.S.A.

components; therefore, I feel the following four components need to be addressed:

1. What is to be learned by the student?
2. What has the student learned?
3. What administrative actions and services should a media specialist be responsible for (criteria for implementing a unified school media program); have they been provided?
4. What criteria should be set up for media specialist performance; have they been met?

In designing this MCPS approach to media programming and integrating media skills into the school's on-going teaching-learning process, there were three overall objectives which we hoped to accomplish. These objectives are graphically presented in the pyramid below.


To help the student become an independent learner
To make media skills an integral part of the school instructional program
To provide a planning tool for principals, media specialists, and teachers to use to insure students have opportunities to acquire media research and communication skills

The base of the pyramid represents our objective of providing a planning tool for principals, teachers, and media specialists to use which can insure that students have opportunities to acquire media research and communication skills. Between the base and the apex is the objective related to making media skills an integral part of the school's instructional program. At the pyramid's apex is our major objective in this effort; i.e., to help the student become an independent learner.

The process used for developing this program has taken place over an extended period of time beginning in 1971. In September 1971, the field services divisions of the Departments of Educational Media and Technology (DEMAT) and Pupil and Program Appraisal (DPPA) began the development of a K-12 sequence of instructional objectives for media skills. The purposes in undertaking this task were to

1. develop a suggested K-12 scope and sequence of media research and communication instructional objectives which could serve as an inter-disciplinary planning guide for teachers and media specialists,
2. develop sample assessment measures for each of the instructional objectives created,
3. disseminate materials as the working copies were produced,

4. obtain feedback on materials disseminated so that decisions could be made concerning modification of materials, and
5. provide examples for establishing criteria (the kinds of evidence needed as well as how evidence needed) for student attainment of each objective.

A media skills committee was set up and directed by Miss Doherty, DEMAT media supervisor, and me. During the month prior to the first committee meeting in November 1971, I carefully examined MCPS curriculum materials as well as worksheets, suggestions, or outlines of activities sent in by media specialists. From this background of materials, I selected or created instructional objectives and structured them into a chart containing a suggested sequence of media skills within a format of six major categories and eight levels. In monthly meetings throughout the 1971-72 school year, the committee, under the direction of Miss Doherty and me, worked on placement of objectives in the eight levels; agreed upon a format for sample assessment measures; and began, in the spring, the process of developing such measures. Working copies of the suggested scope and sequence chart were distributed to principals and media specialists in April, 1972, with a request to review the chart and send any comments or suggestions to Miss Doherty. In April and May, Miss Doherty and I met with the media specialists in their area meetings to furnish background on development of the chart; to answer any questions concerning the chart; to explain its use; and to obtain feedback valuable to the committee in further refinement and development of materials.

When the MCPS Program of Studies was issued to schools in September, 1972, a working copy of the media skills scope and sequence chart was part of the multidisciplinary section. This enabled the committee to obtain additional, helpful teacher feedback. Throughout the 1972-73 school year, the committee worked on writing at least one sample assessment measure for each instructional objective on the media skills chart. As they were produced, the assessment measures were critiqued by the committee. Final review and rewriting of levels A-F were done by me in the spring and early summer of 1973. Final review and rewriting of levels G and F were done by Miss Doherty and me in the fall of 1973. In May 1973, I developed a Pupil Progress Profile which is a record-keeping system keyed to the instructional objectives on the media skills chart. The use of the progress profile is optional. Through the use of this record, a child's attainment of the objectives can easily be noted as the child progresses through the various skills.

A major goal of the committee for the 1973-74 school year was the development of guidelines which could be used for implementing the media research and communication skills program. A multidisciplinary record for grades 7-12 was developed in the spring by me but there are record-keeping problems at the

secondary level which still need to be worked out. The committee hopes to arrive at solutions through trial use of the record in a junior or senior high school. The committee again requested that ideas and suggestions be sent in by teachers, media specialists, and principals. Such input is helpful in setting up additional assessment measures and in evaluating the usefulness of the media program materials.

The following materials have been developed in draft form for the student components of the program:

1. Suggested Scope and Sequence of Instructional Objectives for Media Research and Communication Skills, K-12 (Media Skills Chart)
2. Sample Assessment Measures for Levels A-E (elementary)
3. Sample Assessment Measures for Level F (secondary)
4. Sample Assessment Measures for Levels G and H (secondary)
5. A supplement of sample assessment measures for research and communication skills in the social sciences for Levels G and H with content area samples in American history, anthropology, economics, sociology, and world history
6. Pupil Progress Profile, K-12 (optional); Multidisciplinary Record 7-12 (optional)
7. Bibliography of Materials Related to Teaching Media Research and Communication Skills

Staff are presently keying instructional resources and packages to the student instructional objectives of the media skills chart.

The media specialist administrative and service objectives (Criteria for Implementing a Unified Media Program) have had pilot use and are now being revised. A completed copy of these has not yet been published. These objectives spell out actions related to acquisition, selection, inventories, maintenance, facilities, organization of collection, utilization, and instruction. The criteria are set up in a way which allows us to get feedback.

A task force committee which I chaired prepared the eleven media specialist performance criteria and the evaluation system which are not being piloted during the 1975-76 school year. Based on feedback from this pilot, revisions will be made, as needed. These eleven performance criteria, very simply, spell out the things a media specialist should be doing relating to students, teachers, principals, and the area or central office. Each of the criteria has several indicators which are specific actions cited as examples of general performance criteria. Also included in the MCPS media specialist evaluation system are the number and kinds of observations to be made, as well as precisely how the evaluation will take place.

How does the integration of these MCPS components into the teaching-learning process relate to media program accountability? Media program accountability

(1) begins with goals or objectives (desired behaviors), (2) uses processes, and (3) measures outcomes. What, then, is the simplest definition of accountability which I can give you? It is that accountability is evidence -- evidence of some accomplishment. If accountability is evidence, then we will need to measure something. What kind of evidence can we measure? We can measure student performance, practitioner performance (media specialist performance), and program performance. In order to measure, we need to get facts; so measurement, simply put, is getting the facts, and we, therefore, need to have instruments which are devices for collecting facts. Within the MCPS components framework, (1) we look at student performance on media skills objectives for evidence (student achievement and attitudes related to media skills) through the use of instruments such as classroom assessment tasks and measures, norm-referenced tests, and student questionnaires; (2) we look at unified media program objectives for evidence (services offered and services achieved) through the use of instruments such as systematic records and student or teacher questionnaires; and (3) we look at media specialist performance for evidence (actions taken and results achieved) through observations, conferences, and systematic records utilized in our media specialist evaluation system.

Why do we want to be accountable -- to get the evidence? We do because getting these facts (1) helps us to make the program better, (2) enables us to help a student learn what he may not have yet learned, and (3) affords the chance for teachers and/or media specialists to augment materials or modify methods and techniques. The major focus of our systems approach and our integration of media skills into the school's ongoing teaching-learner process is for improvement. Our ultimate aim is to help the student become an independent learner.

The Scope & Sequence Chart as well as the Performance Criteria that are referred to in this presentation can be obtained directly from Mrs. Gilliam.

INTERNATIONAL ASSOCIATION OF SCHOOL LIBRARIANSHIP
Conference Program

Annapolis Junction, Maryland, U.S.A., August 1 to 3, 1976

CONFERENCE THEME: CRUCIAL ISSUES IN SCHOOL LIBRARY DEVELOPMENT

PROGRAM:

Sunday, August 1, 1976	
8:30- 9:30 A.M.	Conference Registration
10:00-10:30 A.M.	Opening Ceremony
10:30-11:30 A.M.	Official Opening and Address "School Library Development and Professional Education" Dr. Frances Henne, Professor, Columbia University School of Library Service, New York
12:00- 2:00 P.M.	Lunch
2:00- 3:00 P.M.	"The School Administrator and School Library Development" Dr. Tom Peters, Director for Instruction, Area VI, Montgomery County Public Schools, Maryland
3:00- 4:00 P.M.	Tea Break
4:00- 6:00 P.M.	Small group discussion of morning and afternoon programs
6:30 P.M.	Reception and Banquet
8:30-10:30 P.M.	Film Showings and Discussion
Monday, August 2, 1976	
8:30-10:00 A.M.	"Strategies for Change: An Identification and Analysis of Techniques for Enlisting Administrative Support for Program Development" Mr. Ken Haycock, Educational Media Consultant, Wellington County Board of Education, Guelph, Ontario, Canada
10:00-10:30 A.M.	Coffee and tour orientation
10:30 A.M.-4:00 P.M.	School Tours and Lunch
4:00- 6:00 P.M.	Annapolis (a. Walking tour (b. Free Time for shopping (c. Naval Academy tour
Delegates choice	
6:00 P.M.	Dinner - Restaurant on bay
Tuesday, August 3, 1976	
8:30-10:00 A.M.	"The Montgomery County, Maryland, Program of Library Instruction" Jean Gilliam
10:00-10:30 A.M.	Coffee break
10:30-11:30 A.M.	Continuation of program and discussion
12:00- 2:00 P.M.	Lunch
2:00- 4:00 P.M.	IASL Business Meeting
4:30 P.M.	IASL Conference Closing and Birthday Celebration

ANNUAL BUSINESS MEETING MINUTES

Tuesday, August 3, 1976

Jean Lowrie (U.S.A.), President, called the Annual Business Meeting of IASL to order at 2 P.M. on August 3, 1976 at the Colony 7 Motel in Annapolis Junction, Maryland, U.S.A. Minutes for the 1975 business meeting had been distributed previously. Rheta Clark moved to accept the minutes as printed. Motion supported and passed.

The treasurer's report was presented and filed for audit. (Attached)

President's Report

. Committee activity: There is now a membership committee, with Margot Nilson (Sweden) chairman, and an Editorial and Publication committee with Joseph Hallein (Canada) chairman.

. Tribute was paid to M. Bernice Wiese for her excellent work as editor of the News letter. Announcement was made of Board approval of an Associate Editor's position. Dr. Donald Fork, Temple University, U.S.A. has been named to fill this position.

. Retaining and continuing the geographical distribution for conference sites was decided upon: 1977-Africa-Nigeria; 1978 -Asia-Pacific region; 1979 -Europe; 1980 -Western Hemisphere. "School Libraries and Cultural Involvement" will be the theme of the African conference to be held at the University of Ibadan, Nigeria. An invitation was extended to advertise group flights to Nigeria in the Newsletter.

. The need was expressed to develop closer ties with UNESCO. President Lowrie reported that the Research Committee presently is approaching IFLA and UNESCO for support. She also indicated the need to continue IFLA and WCOTP affiliation. The organization has an informal relationship with International Reading Association and will continue to develop similar relationship with other international groups as opportunities arise.

. Kenneth Vance, U.S.A. was introduced as the IASL laison person to IFLA. He will attend the IFLA meeting in Lausanne in August.

. There were 380 personal members belonging to the association in June with 14 association members.

. Doris Fennell will chair a committee to develop a Policy and Procedure Manual.

. Personal thanks to the Board members, especially those retiring, M. Nilson, R. Mainwood and J. Ward, were expressed by President Jean.

Nominating Committee Report, Ruth Waldrop, chairman, presented the following slate: Vice President - Mr. Aksel Petersen, Denmark; Directors - Joyce Fardell, Australia;

Michael Cooke, Wales; Doris Fennell, Canada (to fill Margaret Scott's term). Mrs. Waldrop moved acceptance of the slate. There being no further nominations from the floor, Rheta Clark moved that the nominations be closed and the secretary cast an unanimous ballot for the slate as presented. Nancy Walker supported and motion carried.

Editorial Committee and Newsletter - M. Bernice Wiese, Editor

Input from membership was requested for the publications. The revision of the "Persons to Contact" list and compilation of a directory of School Library Associations throughout the world are the two chief projects to be undertaken this coming year.

Five newsletters will be published. The membership directory may be part of the December issue. The current issue (July) is a special one on U.S.A. school libraries. 152 countries have been contacted by the editor. News has been received from 75 countries and 158 items were presented on the 75 countries. Reporting has been on a volunteer basis and thanks were expressed to these volunteer reporters. Journals in other languages are welcomed by the Editor, but special items of interest should be marked.

UNESCO Gift Coupon Program - Helen Bennett, Coordinator (Report attached)

Mrs. Bennett questioned the effectiveness of an amount under $25 being sent to a school. She suggested target or model school libraries in developing country be chosen. Latin American countries will be added to recipient countries list this year.

New Business

The Executive Board recommended a change of personal dues structure. Personal membership dues will go from $5 to $8 per year, beginning immediately after the conference. This is due primarily to the increased cost of paper and postage for the Newsletter. This is the first increase in dues since the organization was founded, and it was felt that the value of the Newsletter as a means for international communications justified such an increase. Mrs. Fennell made a motion that the recommendation of the Board be accepted. Supported. After brief discussion, the question was called and motion passed. Ann Parry made a motion to raise the personal membership dues from $8 to $10. Martha Tome supported. Motion defeated.

Announcement was made that Berlin and Singapore Proceedings are still available for sale.

Research Committee - Dr. Patricia Bielke, Chairman

The committee is in the process of developing a small pilot project to survey

school libraries in the Latin America area. Members were urged to give suggestions to committee members: John Wright, Canada; Roy Lundin, Australia, and Patricia Beilke, U.S.A.

A representative from Denmark asked for reaction on distributing the Danish slide-tape show presented during the conference. The next issue of the Newsletter will explain the possibilities of getting copies for those interested.

It was noted that 137 people registered for the conference, from 14 countries, making this the largest conference since IASL has been in existence. Eight people were recognized who were charter members and present in 1970 at the Sydney meeting when the decision was made to formally organize an international association: Anne Schaefer, Linda Beeler, Mildred Winslow, Jean Lowrie, Esther Yale, Olive DeBruler, Ruth Waldrop, all of U.S.A. and Anne Parry, Australia.

Aksel Petersen gave a tribute to Margot Nilson who retired as Vice President from the Board with this meeting and who had been one of the earliest promoters of our international association. Margot responded appropriately.

Joan Brewer, Australia, presented resolutions.

> I have pleasure in moving a formal resolution of thanks to those who have made this fifth conference of the International Association of School Librarianship such a success. I know I speak for all those present, especially those who, like myself, have come from other countries when I congratulate all those individuals who have worked so hard.
>
> In particular we thank the following, and I do hope I have not forgotten any person:
>
> - our two host associations, the American Association of School Librarians and the Canadian School Library Association
> - the Program Committee, under the capable leadership of Linda Beeler
> - the Local Arrangements Committee, with Frances Fleming as chairperson, who arranged our transport, our tours and such wonderful meals. All delegates were surprised that we received so much hospitality for such a modest conference fee.
> - the staff of Colony 7 Motor Inn, who helped the local committee
> - the Maryland State Department of Education and the Boards of Education in the Counties of Baltimore, Ann Arundel and Montgomery
> - our speakers, Dr. Frances Henne, Dr. Peters, Mr. Haycock, Ms. Teresa Doherty and Ms. Jean Gilliam

- Encyclopaedia Britannica for our folders and Baker and Taylor for the reception on Sunday evening.

Last but not least I would like to thank our President, Dr. Jean Lowrie. To many of us, especially to those of us who came from other countries she is the International School Library Association.

Ladies and gentlemen, may I formally move this resolution of thanks.

Joan Brewer
Delegate from Australia

She moved the resolutions be accepted. Supported and passed unanimously.

It was announced the Maryland Education Association paid the postage for parcels sent overseas for members from the conference. An official thanks was given by the president in behalf of IASL.

The President then commented on the Fifth Birthday of IASL. "We have heard how we should be facilitators of change; we have shared our hopes and our concerns. We have been stimulated to light our candles in the darkness. Let us now go to our homes, our countries taking with us our new friendships, our professional enthusiam, our ideals. Let us plan to meet again in 1977, and let us celebrate our birthday with cake and candles."

Meeting adjourned at 4 P.M.

Mildred Winslow
Secretary

RESOLUTION

Ladies and gentlemen!

The vicepresident of IASL Margot Nilson has decided to retire.

For many years Margot has been one of our most experienced and dynamic personalities. In the Scandinavian countries Margot has been one of the pioneers in School-library-work and since the beginning of the sixties she has been the person who has developed the idea of an international association of school librarianship.

In fact Margot started the whole thing in Stockholm in 1962, when WCOTP h ad its annual meeting. A group of American school librarians were on a study-tour in Europe and happened to be in Stockholm at the same time. Margot g ot into contact with them, and they had a long discussion of international school library problems. This was the first step towards an international work and coorporation.

Since then Margot has been working very hard, and her efforts and inspiration made it possible to establish IASL 5 years ago.

In this Bicentennial year we have heard a lot about pioneers and the importance of having them.

Margot is one of <u>our</u> most important pioneers. We are all grateful that this pioneerwork has been done, and we all wish to thank you deeply.

Please join with me in showing appreciation for all she has done.

INTERNATIONAL ASSOCIATION OF SCHOOL LIBRARIANSHIP
TREASURER'S REPORT

Statement of Income, Expenditures, and Fund Balance-July 1, 1975-July 1, 1976

Balance in American National Bank and Trust Company, Kalamazoo, Michigan
July 1, 1976 - $631.33

INCOME

Association Memberships	$451.25	
U.S.A. Personal Memberships	784.74	
Foreign Memberships	600.00	
Proceedings and Contact List	156.25	
Individual Contributions	452.32	
Scarecrow Press Royalty	24.88	
UNESCO	100.00	
Total Income		$2569.44

EXPENDITURES-GGeneral Fund

Secretarial Services to Mrs. Sandy Burgess through April (Bill for May and June paid in July.)	$608.82	
*Postage	1136.52	
Berlin Conference (Amount due after conference was over.)	264.00	
Beimer Printing	249.55	
Western Michigan University-Duplicating	394.00	
Illinois Secretary of State (Filing income tax exemption)	2.00	
Miscellaneous (telephone, etc.)	9.18	
UNESCO Grant (Postage f or sending UNESCO materials.)	100.00	
Total expenditures		$2764.07

Bank balance, July 1, 1975	825.96	Bank balance July 1,1976	631.33
Income	$2569.44	Expenditures	$2764.07
	$3395.40		$3395.40

*Breakdown of some of postage expense.

$198.74 - sending newsletter May 1976

Note:

IFLA and WCOTP dues were paid in July, 1976, thus these items do not show on this report.

Prepared by
Mildred M. Winslow
Treasurer, IASL
July 1, 1976

IASL/UNESCO BOOK GIFT COUPON PROGRAM
Annual Report, August 1976

During the past year contributions to UNESCO Project #554 totaling $2320 have been made by five donors. UNESCO Centrum Nederland is again responsible for a significant portion of this aid to school libraries in developing countries. Other contributions have been made by the Girl Guides Association of Hobart, Tasmania; Horrogate College Charities, North Yorkshire, England; Model U.N. Club, Mt. Pleasant, Utah, U.S.A.; Delta Kappa Gamma Society, Muscatine, Iowa, U.S.A.; Mrs. Hazel D. Ball (a repeat donor) Arabian American Oil Company, Saudi Arabia.

Since the last report, the program coordinator has distributed gift coupons to the following:

Permament Secretary of the Ministry of Education	Zambia	$ 50
Director, Departemen Pendidikan dan Kebudayaan	Jakarta	$180
Teachers Resource Centre, Kabala	Sierra Leone	$100
Chief Librarian, Kenya National Library Services, Nairobi	Kenya	$ 25

Note: Of the amount sent to Zambia, $35 had been contributed prior to July, 1975. (It had been held pending the designation of a responsible contact in Zambia.)

Three of the recipients noted were designated by the donors.

The contribution of $2,000 from UNESCO Centrum Nederland was delegated to the Secretariat of WCOTP. A report of the distribution has not been received.

In recapitulation of the transactions in the Project from its beginning, it can be reported that donations of $5,320 ranging in amounts from $5 to $2500 (U.S. Currency) have been made by individuals or organizations in eight countries. Book collections of schools in ten countries in Africa and Southeast Asia have been enriched through contributions to the project from 18 sources.

One country only, The Netherlands, is responsible for making the amount of aid impressive. UNESCO Centrum Nederland has contributed $4,500 in two donations to African schools. Of the $820 from other sources, $200 was donated by one individual. Nine organizations account for $535 and six individuals for the remainder, $85.

As of the above date, all coupons received have been distributed.

Respectfully submitted
Helen H. Bennett

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